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ABSTRACT

The articles in this publication are synopses of model programs developed to strengthen the relationships between the home, school, and community. Examples are provided of using community resources to foster creativity and family oriented leisure activities. Particular emphasis is placed on the role of the community at large as a unifying force providing opportunities for the family and school to join in projects that enrich the learning experiences of children and bring parents and teachers together for greater understanding of mutual problems and goals. Descriptions are given of programs that encourage the use of community museums, businesses, and volunteers. Cooperation between community agencies is the focus of several of the programs. (JD)

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ED198115

PRACTICAL HANDLES #2

PUBLIC INVOLVEMENT

The Home-School-Community Partnership

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A Community Education Product
Utah State Office of Education 1980

SP 017 480

UNITY

I dreamed I stood in a studio
And watched two sculptors there.
The clay they used was a young child's mind,
And they fashioned it with care.
One was a teacher; the tools he used
Were books, music and art;
One, a parent, who worked with a guiding hand,
And a gentle, loving heart.
Day after day the teacher toiled,
With a touch that was deft and sure,
While the parent labored by his side
And polished and smoothed it o'er.
And when at last their task was done,
They were proud of what they had wrought,
For the things they had moulded into the child
Could neither be sold nor bought.
And each agreed that he would have failed
If he had worked alone,
For behind the teacher stood the school,
And behind the parent, the home.

Cleo Victoria Stewart

Utah State Office of Education

Walter D. Talbot

State Superintendent of Public Instruction

Don Richards

Special Projects Administration

Community Education Project

Michael J. Garbett, Director

Compiled and Edited by
Wayne Langpap

Salt Lake City, Utah 84111

June, 1980

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AND

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The following also made financial contributions without which neither the workshop nor this publication would have been possible.

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Salt Lake Community Services

Rocky Mountain Center for Community Education
at Brigham Young University

(Many others who wish to remain anonymous)

FOREWORD

"The school must become a member of the community team fusing its services and facilities with other public and private agencies that work closely with children and their families. The community school should find the link between the child in the regular school program and his parents, home, and community. Schools today are wrestling with problems that have not been anticipated, problems for which administrators have not been especially trained, and for which we have been forced to admit there are no ready solutions. One thing looms apparent: we must develop better dialogue with our school communities. It is my thesis that we can bring the schools back into the good graces of the students and the parents by greater parental involvement which gives them a basic understanding of school purposes and a chance to affect what goes on in the school. There should be an unbroken link between the school and the community it serves. Schools which serve society cannot in any way isolate themselves from that society."

Excerpts from
Keynote address
WALTER D. TALBOT
State Superintendent
of Public Instruction

PREFACE

As we look at education in the 80's, we see new challenges, increased opportunities and emerging needs coupled with critical issues--all of which must be dealt with by those who care about and are involved with education.

As one looks at the development of education in America, it becomes very evident that education did, in fact, start in the home and as the need arose, schools were organized as a partnership venture between the home and the school. The schools were organized to help the home educate the children. The parents or citizens of the community hired the teacher(s), secured a school or meeting place, provided direction for curriculum content and financially supported their educational system.

As the decades passed by, a new need arose, society became more complex and education moved through a series of changes that eventually emerged into our current system. Historically, education has evolved from the Latin grammar schools, the American academy, free public schools (K-8) and free public high schools (9-12). In that period of time, there have been many different philosophies and approaches to education. Most recently, the community education philosophy has emerged as a viable philosophy of education. The community education philosophy has become more and more important because it stresses the process of linking education with the identified educational needs of the community members. The community education philosophy is founded within the concept of the home-school-community education partnership.

In 1979 the State Board of Education developed four five-year goals for education which have great implications for the home-school-community partnership. The board goals call for joint planning, cooperative efforts, effective resource utilization, public involvement in education decision making and many other objectives which reflect a return to the home-school-community partnership.

Some 50 years ago, Joseph K. Hart, an educator, stated the need for the home-school-community partnership when he said: "The democratic problem in education is not primarily a problem of training children; it is the problem of making a community in which children cannot help grow up being democratic, intelligent, disciplined to freedom, reverent of the good things of life, and eager to share in the tasks of the age. A school cannot produce this result; nothing but a community can do so."

Educationally, the 80's have much in store for all of us. Great progress lies ahead and challenges will be met as we achieve progress. The life blood of education lies within each of us and it is our lot as citizens to provide the life-giving energy to education. As we, all those involved with education, find ways to develop and strengthen the home-school-community education partnership in each of our communities, we in Utah will have an educational system that works.

MICHAEL J. GARBETT

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INTRODUCTION

As we talked to educators and citizens interested in education throughout the state, we were pleased to hear that the first practitioner's workshop was considered by most to have been outstanding. Furthermore, the product from the workshop, Some Practical Handles, received high acclaim and was viewed as an excellent resource by many.

We deemed this year's workshop to be an even greater success. The attendance was over 370, up from 200 last year. Our feedback has been that the demonstrations and presentations were helpful and if there was a complaint, it was that one didn't have time to see all of them.

Once again, we have asked the workshop presentors to provide us with a synopsis of their model and we have compiled these articles into Practical Handles II. We hope this booklet is of value to you and that it might provide you with ideas that will help you to develop a stronger Home/School/Community Partnership.

The State Community Education Unit

THE SECOND ANNUAL
PRACTITIONER'S WORKSHOP
FEBRUARY 1980

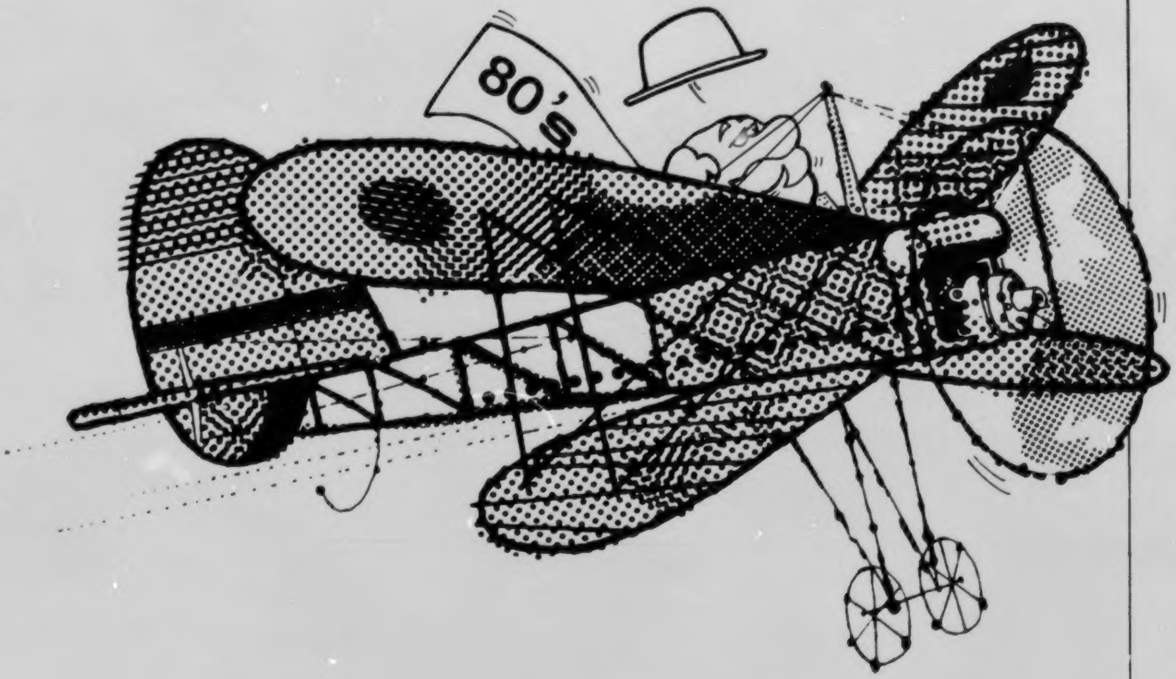
Table discussions were for small groups...

Joe Rickards introduces the workshop

Supt. Talbot delivers the keynote address

...while parlor discussions were available to larger audiences.

SCENARIOS



Over 200 people attending this year's Practitioner's Workshop had an opportunity to . . .

...meet in groups to discuss the home-school-community partnership in the 1980's. Specifically, each group was given the assignment to describe, in a group scenario, ways the home, the school and the community would be cooperating and working together to improve education in the 80's.

Excerpts from these scenarios, beginning with portions of Dr. Walter D. Talbot's opening address, follow:

"As the decade of the 1980's begins Utah is on a steady course in community education. The boldness of our action in the 70's is paying off and I believe most of our program direction will be downhill, although I am still hopeful that the 80's will be the decade in which we reach pay dirt. That is to say, while I am excited about the progress we've made in the decade just ended, I feel we still have a long way to go to reach the epitome of home/school/community partnership and to do so will require our best efforts as we begin the decade of the 80's.

Indeed there is a citizen-participation movement in Utah. We are opening the doors, creating the interest, inviting the partnership. We have not waited for conditions to stir up the minds and hearts of people but have seized upon the potential strengths of public participation and the benefits to them and to education. Further, our people are responding not out of frustration, alienation, and distrust, but out of a sincere desire to be helpful and to influence the direction of life in communities and programs in schools. I would characterize our program of community education as positive not negative, as proactive not reactive, as expansive not limited."

"The traditional classroom has changed. Resource people are coming into the school to teach and train. Students are able to get help in choosing careers by having first hand experiences. They are receiving help from parents and teachers in planning their futures. Even field trips and activity trips have become more effective. For example: The last trip taken by one of our High Schools was to the State tournament and it also included a visit to a Utah Symphony concert and a tour through the Hansen Planetarium."

"Testing and evaluation along with a frank and honest feedback method was developed to help parents understand their students strengths and weaknesses so they could become involved in alleviating the weak areas in a students education program."

80's

"Many school buildings were changed to include community use and as new buildings were added they were designed to become centers for lifelong learning, with the specific purpose of being used after the normal school hours for community recreation projects, community education programs, citizens meetings, or whatever the community felt would be to their advantage."

"Soon we had an abundance of occupational specialists wanting to build playgrounds, senior citizens eager to be "busy" once again, businesses willing to sponsor workshops and scholarships, promises of tutorial help from parents, potential internship experiences in government and business and numerous fieldtrip possibilities."

"Not only do teachers counsel parents, but parents advise teachers on the specific needs, problems and strengths of their own children. At the beginning of each school year, the teacher meets with parents and students separately in order to better understand their individual goals and expectations. In all things, the teacher strives to reinforce the traditional values of the home."

"Already a unity has developed throughout all age groups. A concern for the general community well-being has evolved. Law enforcement pressures have diminished significantly. The school dropout syndrome has been all but eliminated. The list goes on."

"The key to coordinating the various agencies would be the Inter-Agency Coordinating Council. The members of this council would be people from the various agencies who have power to act because they control or have access to the money. This council would make an assessment of the services available and needed and compile them into a directory or central clearing house. This could possibly be contained in the Resource Center."

"The community has developed a Community Resource Center containing a library, a family resource room, an educational media facility and a recreation and games room."

"The public schools have implemented family related curriculum. This means that sports, art, music, fieldtrips are assigned to be completed with family members and reports brought back to school."

"The first step towards utilizing community resources is to recognize all the different resources that are available and to establish a system for their use. A central Resource Center could be established at an elementary school, library, post office, or other facility that would be easily accessible to the community."

"Perhaps the most important outcome of this effort has been that parents are accepting responsibility for their children. They no longer view the school system as the source of educational opportunities and values, but as a resource at their disposal, to be used to meet their own needs and goals. Citizens recognize the importance of strong schools and strong school/community programs and are more willing than ever before to give us the financial support that is necessary."

Representatives from the home, the school, and the community discuss education in the 80's

"Many people who have valuable knowledge and experience to contribute to the community have not yet been involved in our educational process".

"We have found that a council was an effective tool only if it met the needs of the individual area"

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"An area of consideration is the teacher-volunteer working relationship. More training workshops for both teachers and volunteers could be developed in this area. An important position in organizing and utilizing community resources is the resource specialist on both the district and the school level. These are key people in collecting, organizing and distributing information. These specialists can make the educators job easier by letting them know what resources are available and how to utilize them."

"Through meetings of the top leadership of the various agencies, resources and monies were actually pooled to accomplish specific goals withi the community. Duplication has all but been eliminated through coordination of libraries, recreation programs, equipment, parks and agency services. Everyone is able to do a better job with the same number of dollars."

"For the older secondary students who desire to prepare for a specific vocation or profession, apprentice-type education in local businesses or nearby communities are available. As a result the youth are made job ready by the time they are finished with high school."

"With authority from the School Board, and under the direction of the Advisory Council, a Human Resource File, Facilities Resource File, and Funding Resource File are organized, updated, and publicized. These files are utilized by community groups and individuals to enhance learning opportunities."

80's
80
80
80
80
80

"Task forces were called together to define and eliminate the barriers that were keeping parents out of the schools. They did this with great efficiency, and workshops were soon called and well supported to help parents get involved in the education process."

" In bringing about cooperation between the home and the school, our principal talked about how, in Filmore, Utah, he coerced parents of problem students to come to school for parent-teacher conferences. The behavior of those students changed drastically, once their parents had been in the school."

"The PTA also helped by preparing a home tutoring pack for parents, to teach them how to teach and work with their own children".

"Keep lines of communication open between agencies and the school. Be sure that each knows the other's needs so that there can be cooperation between them. Each can offer volunteer workers to the other, as well as space and facilities to enact their programs."

"Appropriate community resources were used for implementing the i.e.p. (Individual Education Program). Example: A prominent lawyer in the community would take a child interested in becoming a lawyer and counsel with him regarding implementing his i.e.p. according to what classes are important for developing talents toward becoming a lawyer and also let the student participate in some on-the-job training."

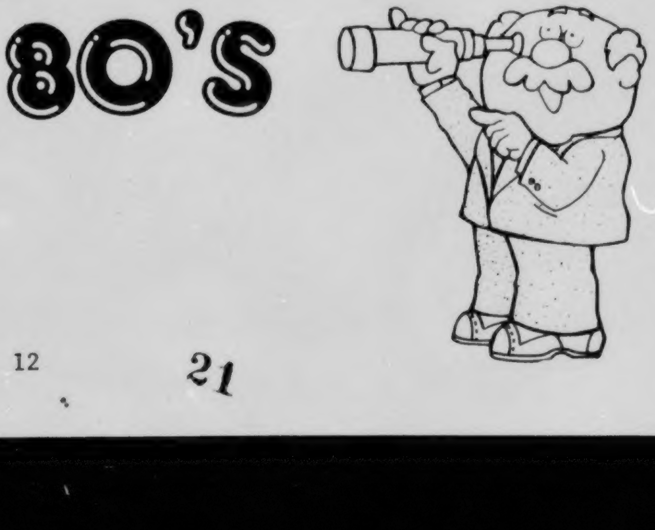
"A County Correlation Council has been developed. It consists of a representative from every willing agency, organization, club, society, church, etc. in the area. A task force from the Council has identified the educational needs of the community. Annually each represented group in the Council identifies the educational activities they will be involved in for the coming year and also discloses the amount of funding they will have available to complete the activity."

"People started looking around to see the historical and scenic aspects unique to their regions and began integrating education on those unique aspects into their students curriculum. As new resources and industries entered various areas in the state, they were quickly added to the resourc lists and immediately became part of the educational process."

"The interagency commission (community council) is a strong catalyst in bringing all interested people together. It works well when it is well represented by all concerned about an issue. This commission is the seat of planning and decision making for items of community concern. One problem that found its solution at commission meetings concerned the I.E.P. With businessmen, school administrators, teachers, parents, and students all meeting together the solutions seemed to come quite naturally because everyone involved now understood fully the program."

"One experiment that has been working very well is to have the studen go with their dad or mom to their job for a full day of normal work with approval of the employer. Many students have found it beneficial to visit a businessman on the job and learn the real aspects of running a business.

"The home is kept informed. The traditional one-way communication has been carried one step further, newsletters have a provision for input and return comments on the information they contain, opening up an avenue for feedback from parents."



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STRENGTHENING THE HOME

ROCKY MOUNTAIN FAMILY INSTITUTE

WORKSHOP PROGRAMS TO STRENGTHEN THE FAMILY

Submitted by
Dr. T. Lee Burnham
Director - Salt Lake Office
Rocky Mountain Family Institute

As members of our staff have met with families during the past years, we have sensed a growing concern for some kind of assistance in how to be more effective in creating a positive climate in the home. Parents appear to be keenly aware of a need to establish a more effective relationship with each other and with their children.

Our first educational program was aimed at helping parents to provide a more supportive school related environment. We concluded that with most parents, it was not a matter of not wanting to help their children in school, but off-times a matter of how to help. We developed a workshop entitled "Helping Children Succeed in School" to help fill the void. Instead of a theory-oriented workshop, we focus on two practical concerns of parents. First; How to recognize a learning need in your child; and second, How to respond to that need. Our emphasis is on practicality. We continue to present this series in cooperation with local PTA groups.

As we have worked with parents we have also come to the conclusion that we would much rather be in a position to provide people with the skills and knowledge they need to solve problems before they become unmanageable. As a result we developed a workshop series called "Be a Better Parent." Each of our three offices (Orem, Salt Lake and Ogden) run a similar series of six topics repeated twice each year. The program in Salt Lake, for example, is held on the second Thursday of each month.

The only costs involved in the program is the rental of the space--usually from a local school, the printed material and the time of our staff members. Staff members donate their time and the other costs are taken care of by charging participants at the rate of $5.00 per couple.

We plan to continue the program using the topics listed below. We expect that in some instances we may change topics or run an entire series in a six week period rather than six months.

1. Teaching Children about Sex and Other Impossible Things

2. Teaching Family Members to Cooperate

3. Positive Discipline and Behavior Control

4. How to Guide the Moral Development of Children

5. Teenagers in Successful Families

6. Family Problem Solving and Decision Making

The material is presented in a workshop setting with time for questions and discussion.

Below is a complete list of our educational programs.

1. Be a Better Parent Workshops
   A series of once a month two-hour workshops, complete with handouts, geared to get participants involved. Practical topics on family problems. (Cost: $5.00 per couple)

2. Helping Your Children Succeed in School Workshops
   This free workshop is sponsored jointly by the Institute and the PTA. This workshop gives practical help to parents on how to spot school related problems in their children and what to do about them.

3. Family Cooperation Workshop
   This is an all-day workshop designed as a total experience for a family. Situations are presented where each family member must participate and cooperate to be successful. Information and skills are gained that will enable the family to work much better together. (Cost: $30.00 per family)

4. Educational Abilities Clinic
   Numerous professionals provide their services on a non-profit basis to assess the major factors that affect a child's educational progress. Included will be a physical examination, screening for any perceptual--motor difficulties and a speech and hearing examination. A fee will be charged for laboratory work and materials used.

5. Hyperactivity Screening Clinic
   This clinic is designed to identify children with hyperactive characteristics and to suggest possible means of dealing with the problems that exist. A fee is charged of $5.00 per child.

   For further information, please feel free to call us at 266-6949

For further information contact:

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715 East 3900 South, Suite 212
Salt Lake City, Utah 84107
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NAPLES OLYMPICS FOR WISEGUYS
A Model to Restructure Parent Involvement

Submitted by
John Childs, Principal
Naples Elementary School
1971 South 1500 East
Vernal, Utah 84078
789-3412

Solution: Let Parents Be Involved

Franklin P. Jones created the thought for Jones's Rule of the Road, which reads, "The easiest way to refold a road map is differently."

I feel that parent involvement in schools follows a traditional pattern, letting them have a voiced input into decisions that are administrative in nature. This course usually finds a corner filled with complaints and squabbling. It has been quoted that, "Most people wish to serve God-but in an advisory capacity only."

To refold the road map differently is easy. To restructure parent involvement is easy. Let the parents be involved. Sounds easy. What it means is let parents create programs for parents and children that will be used by the school to enhance the education of its students....Parents creating curriculum for the home. Ralph Waldo Emerson said, "Rings and jewels are not gifts, but apologies for gifts, the only gift is a portion of thyself." A French proverb says, "He gives nothing who does not give himself." Parents don't give of themselves by complaining. They give of themselves when they are given an opportunity to give time, effort, long suffering, knowledge, skill, creativity and service.

At Naples School, parents have truly given of themselves. Evidence is in numerous forms, one of which was the discussion of this conference; The Naples Olympics for Wiseguys, created by parents, teachers and principal for the enhancement of creativity in the home.

The Naples Olympics is an eight week competition centered each week around an olympic event since this is the year of the olympics. The olympic event might be skiing which was equated to reading or mental teasers which were equated with weight lifting. A student working with his family can get 125 points possible points a week or a gold medal for that week. Each class is a country, some of which were named Gradishar, Subaway, High Sky, etc. Countries can win medals also. All 600 students may participate. At the end of an eight week period there will be a medal ceremony for individual students and countries. Financial requirements were filled by hard work and by scrounging with school funds.

The result has been 50% sustained involvement which touched about 1,000 people including youth and adult.

Future plans are letting a group of parents create another program next year. Last year it was the Reading Road Rally, the Olympics this year, and I can't wait until next year.

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"It is only the view from where you sit
That makes you fear defeat
Life is full of many aisles,
So why don't you change your seat."

A lot of thanks for creating and changing and parent involvement must be given to Kay Henrickson, Joy Klag, Prent Klag, Glenna Huff and Margaret Funk. They are going beyond what is expected and giving of themselves.

THE DAVIS SCHOOL DISTRICT
PARENT EDUCATION RESOURCE CENTER

Submitted by
Mary Hughes

The Parent Education Resource Center is currently in its third year of operation. It was one of four pilot parent education programs in the state funded by Adult Education and Responsible Parenthood monies. The Davis program is a direct reflection of a parent survey which was conducted in 1977 by the Davis County PTA and the school district. In the survey, more than 1,800 parents responded, indicating areas of general concern as well as specific areas in which they wished to receive help in the area of parenting.

The high rate of crime, the increase in juvenile delinquency and the high divorce rate are but a few indicators of the turbulence our society is experiencing. Parent's enthusiastic response to PERC programs indicates they are sensitive to this unrest and are aware of their responsibility in raising responsible and productive children. They are actively seeking help in the area of parenting and many are coming to PERC centers for such help.

Parent Education Resource Centers operate on the premise that the home is the basic training ground for life. The program assumes that parents wish to help their children develop a lasting and meaningful value system, as well as help them learn to relate with others in respectful and satisfying ways. It is based upon the premise that most parents wish to teach some topics to their children in the confines of their own home, choosing the time and the manner in which they feel comfortable. It assumes that parents are interested in finding more effective means of communication and discipline and are looking for positive solutions to the many problem areas which families often face.

A Parent Education Resource Center augments and strengthens the role of parents, furnishing them with information, skills and tools which will help them to strengthen the family unit, as well as each member within that unit.

The Davis County PERC Center is housed in the Monte Vista School in Farmington, which is a central location for serving parents throughout the district. The Center makes available books, filmstrips, pamphlets and educational kits to aid parents in updating the enhancing their parenting skills, learn more about their children's social-emotional development, and help stimulate their desire for learning. Through these means parents gain self-awareness and understanding of special problems they or their children might be experiencing, so that they are better able to make meaningful changes in attitudes and behavior.

Much material is utilized by church and civic groups interested in child development and positive child-rearing practices. Parents may check out items free of charge either from the Center or through schools throughout the district. The PERC LISTING, an annotated bibliography of available materials is found in each school library.

Other services available at the Center include individual counseling in the selection of appropriate materials, special help for parents of handicapped children and guidance in choosing literature and filmstrips to assist children in dealing with such unusual situations as divorce, death or illness. Educational toys for parents to use with their children in the home may also be obtained through the Center.

Parent education classes and workshops form another important component of the program. The Center acts as a coordinator for the district, planning and presenting educational programs for parents with the help of the many professionals in the district's Special Services Department. Representatives from local PTA's aid in the planning and are actively involved in bringing the program to their respective areas.

Patrons coming into the Center find many and varied uses for the materials. Many are using the filmstrips to enhance parent education endeavors in civic, church and neighborhood groups. Some resourceful mothers are using Center information to organize and conduct cooperative neighborhood preschool programs. Many parents are enhancing family communication by using the Center's filmstrips during family meetings. Likewise, parents are finding the selected children's books an effective way of opening communication with their children concerning special problem areas.

The Davis County PTA has strongly endorsed the PERC Program from the beginning phases. They were actively involved in developing and implementing the initial parent survey which identified the many and various concerns of parents in the district. They have continued to support, advertise and consult, lending their valuable insight and many hours of hard work into the development of the program and the planning and facilitation of parent workshops.

The Utah State PTA supports Parent Education Resource Programs and envisions a network of centers to serve parents throughout the state. During the 1980 legislature, the PTA actively lobbied for and obtained funds which will help make this network a reality.

The Parent Education Resource Center concept is an adaptable one, and through careful planning, programs can be tailored to fit the unique needs of individual districts throughout the state.

A program might be implemented by organizing existing materials often found in individual offices and schools, adding items as funds and time permits. Distribution of materials can be facilitated through the district library or audio-visual distribution systems. Selected materials can be placed in individual schools for the use of parents, with materials being changed and rotated periodically. A mobile unit might be the answer to providing services to outlying areas. A corner in a local store or shopping mall can possibly be utilized in displaying and distributing items to interested consumers. PTAs as well as interested church and civic groups can also act as a means to distribute the media. Volunteers, organized and supervised, can offer a great reservoir of man hours which can be dedicated to running a PERC program.

Various community agencies such as Mental Health Clinics, Family Services, Juvenile Court and local colleges and universities, often offer services to parents in one capacity or another, and personnel from these agencies can be enlisted to band together to present meaningful parent education programs. Such classes and workshops can possibly become affiliated with community school and adult education programs already in existence.

Particular attention needs to be paid to selecting staff members which have a sound knowledge of human behavior, and who are willing to reach out and extend themselves to others in a warm, friendly and helpful way. The amount of funding needed for a particular PERC program depends on the size and scope of the individual program, and the area it is to serve. A basic core of materials for a center can be purchased for less than $3,000.00.

The Davis Parent Education Resource Center is actively involved in dissemination activities. The staff is currently working toward Title-IV valudation and has developed several products which can help other districts plan similar programs. Under the direction of Dr. Brent Gubler, Adult Education, State Office of Education, an awareness filmstrip with sound has been made. This filmstrip outlines the various services offered by PERC programs and captures the enthusiasm and acceptance of center patrons. It is available through Dr. Gubler's office. The Murray, Box Elder, Nebo and Davis Centers have printed annotated bibliographies of PERC materials. The Davis Center has also developed both planning and implementation handbooks which give detailed information helpful to districts wishing to implement PERC programs.

The present staff of the Davis PERC program has enjoyed the challenge of starting a new program. They find it satisfying to see the Center being used by many parents and to hear first-hand the remarks of appreciation made by patrons. They are enthusiastic about the program and welcome the opportunity to share this enthusiasm as well as the fruits of their experience with others interested in launching similar endeavors.

For further information contact:

Dr. Brent Gubler
Specialist/Adult Education Services
Utah State Office of Education
533-5061

G. Morris Rowley
Director of Responsible Parenthood Programs
Utah State Office of Education
533-5891

Mary Hughes
Davis School District
Parent Education Resource Center
Monte Vista Center
70 South 300 East
Farmington, Utah 84025
867-5061

T.V. TALK FOR FAMILIES

Submitted by
Nikki Bell and
Dr. Karl A. Silvester

In addition to the brief skills introduction presented by Dr. Karl A. Silvester, the following remarks were presented by Nikki Bell at the Home, School, Community Partnership workshop.

"Did you realize that upon entering school in Grade One, the average child has viewed 4,000 hours of television? That by graduation from high school the average student has viewed 15,000 hours of television and has spent more time in front of the T.V. set than in the classroom? That the only activity in which children will spend more time is sleeping? That on the average children watch 25-30 hours of television each week? And that by the time they graduate from high school they will have viewed 18,000 murders and 350,000 commercials?

"Did you know that the average father spends seven minutes per day with his children? That husbands and wives spend 28 minutes per week talking to each other? The average child spends more time in front of the T.V. than with parents? That T.V. violence occurs at the average rate of 16 incidents per hour in children's programming? Did you know that communication and shared activity are the most sought-after experiences of youth with parents? That children equate lack of communication and lack of shared activity with not caring about them? That children who enjoy these privileges prize them greatly? That children who don't experience them desire them greatly? That parents and children who watched television together and talked about it afterward had better communication than those who did not? That parents whose children achieve at school are parents who are in communication with their children, encouraging the child's use of words, helping him to talk about interesting ideas - to think and to plan - praising his achievement, and expressing the desire for the child to achieve? That parents of achieving children also structure each child's life with a sense of time and a sense of place: a time to eat, and a time to sleep, and a time to watch T.V., and a time to do homework? And, finally, sharing the television experience with their children makes it easier for a family to develop good television habits in their children?

"The National PTA T.V. Commission believes that the following responsibilities should be assigned: parents, when possible, should watch television with their children since many shows, though not violent, need parental interpretation and evaluation. Parents are responsible for keeping broadcasters, networks, program sponsors and the Federal Communication Commission informed of their feelings whenever television programming is offensive or is of disreputable quality. Parents should also help children develop a critical appreciation of television.

"The National PTA and parents should join with other groups to help make television a positive force for improving the quality of American life.

"Accepting the challenge that constructive television guidance must begin at home, the Salt Lake City School District commissioned an advisory group to be a support for what is now the T.V. Talk for Families project. The purpose of the project is to use television to open communication between parents and children, to help young people choose their values, learn to make decisions, and to discover and realize their full potential, to develop critical viewing skills, to share their deeper feelings and emotions, to discover who they are and who they can become. It is to help today's parent use network television to reach and teach their children. It is an experiment in caring."

T.V. Talk for Families provides families with a positive approach to television viewing. Selected decision and communication skills have been identified for use with television as a common source of experience. Parents learn to identify and practice these skills in PTA-sponsored workshops. They then share these skills with their families during family TV viewing times.

Such skills include the following:

1. The ability to see and hear and to describe what is seen and heard.
2. The ability to think and to share thoughts.
3. The ability to value and feel and to express values and feelings.
4. The ability to want and to specify wants.
5. The ability to plan and to communicate plans.
6. The ability to commit and to acknowledge commitments.
7. The ability to act and to report actions.
8. The ability to evaluate the results of actions and to communicate evaluations.
9. The ability to integrate and to convey what is learned.
10. The ability to appreciate and to celebrate achievements.

This unique feature of skill development is offered as a local response to parent requests for help in opening communication with their children. A national network response to these requests is being sponsored by NBC through what are called Parent Participation T.V. Workshops. T.V. Talk for Families draws resources from this and other television network programs to promote family decision and communication skills.

The T.V. Talk for Families support team is headed by Burton Miller, Coordinator of the Salt Lake City School District's Community Schools. Members of the support team include the following: Nikki Bell, Elementary School PTA Council President; Dorythe Adams, Secondary School PTSA Council President; Gene Berry, School Volunteer Coordinator; Teresa Taylor, Utah State Office of Education Community Schools Specialist; Barbara Floisand, Salt Lake City School District Adult Vocational Homemaking Coordinator; Dr. Karl A. Silvester, Salt Lake Parent Education Resource Center (PERC) Coordinator; and Edward O. Salisbury, Director of Community Education Services for Salt Lake City School District.

For further information contact: Dr. Karl A. Silvester, Parent Education Resource Center, 233 West 200 North, Salt Lake City, Utah 84103.

THE CHILDREN'S MUSEUM OF UTAH:
A REFRESHING NEW RESOURCE FOR FAMILIES

Submitted by
Paulette Pope

Coming soon:

> "Hey, kids! Be your own teacher! Bring your family and discover the Children's Museum! Get your hands on the good stuff: play chess with a computer, weave a belt, paint with a pendulum or take part on the "Learning Stage." From arts and sciences, to community life resources, the Children's Museum is a place where learning by doing is fun!"

In Brooklyn, Boston, Indianapolis, Denver and San Francisco - all across the land communities are actively enriching the lives of our most precious resource. Museums designed especially for children are meeting current needs in active, creative, often dazzling ways. Many thousands of children a month now spend hours working "hands-on" exhibits or getting involved in workshops and spin-off activities at home and in classrooms. The focus - offering children experiences which motivate intellectual curiosity and deeper understanding.

I hear and I forget;
I see and I remember;
I do and I understand.
Chinese Proverb

Why are these children's museums so popular? Simple - they meet needs. Major objectives are to help children:

1. Learn that they can learn on their own, create their own amusements and make raw materials conform to their wishes;

2. Experience the process of problem solving and the joy of creative work;

3. Make learning a more tangible, fun and personally rewarding use of leisure time than passive substitutes.

The concept of a "hands-on" museum with a multitude of dimensions makes even better sense in Utah where we appreciate large families and fine educational opportunities, but have limited financial resources. It's an idea appropriate for the time - to strengthen family relationships, develop self reliance and encourage new interests, skills and awareness. It's a positive alternative to non-stop television, after bed-time cultural events and the park on a rainy holiday. It brings children and grown-ups together in an educationally new and exciting setting - discovering the magical world.

The Children's Museum of Utah is established to provide an additional resource to families throughout Utah in these ways:

1. Publications

   MAKE WAY FOR KIDS! - a newspaper for and by children, distributed free through participating P.T.A. organizations and sponsored by advertising.

   THIS IS THE FUN PLACE: A Guide to Salt Lake City through Games and Activities for Children - retails in local bookstores for $3.98 and is full of ideas and activities to highlight the historical, natural, cultural and recreational aspects of Utah's capital city.

2. Museum-on-Wheels

   Science Is Art exhibit will travel to shopping centers, hospitals and schools beginning in mid 1980, thanks to grants from Kennecott Minerals Corporation and the Utah Endowment for the Humanities.

   Coming - mobile "hands-on" exhibits will tour prominent Utahn cities on a regular basis beginning in 1981.

3. The Children's Museum

   When the Children's Museum opens in its new facility this year, a colorful array of exhibits, programs, workshops and educational materials will be available for a reasonable cost. Families are encouraged to become participating members.

The Children's Museum is a non-profit organization which sponsors traditional fund raising projects, requests grants and generates related income. The goal is to become as self sufficient as possible and involve the business community as well as the private sector in the developments.

The reward of the initial work of getting the publications off the press is the sparkle of delight from the children and the response of enthusiastic parents and teachers. It's an idea whose time has come. Strong community support and financial assistance are vital, but the dream is catching on and soon every family in Utah may well have an opportunity to discover The Children's Museum of Utah.

For more information and ways to get your community involved, contact:

Karl deCourcy Pope, Director
P. O. Box 6211,
Salt Lake City, Utah 84106
(801) 487-0036

UTILIZING COMMUNITY RESOURCES

TRAVELING EXHIBITION PROGRAM

Submitted by
Dan Burke

The Traveling Exhibition Program, sponsored by the Utah Arts Council, is designed to provide traveling exhibitions to a statewide audience. This service, an outgrowth of the Utah Museum of Fine Arts' Museum on the Road program, is supported by a grant from the National Endowment for the Arts, Washington, D. C.

Approximately twenty-five exhibitions are available which vary in size and subject matter. They include not only works from the permanent collections of the Utah Museum of Fine Arts and the Utah Arts Council, but also from special collections contributed by organizations and individuals. Exhibitions by professional Utah artists are also available.

Exhibitions may be booked free of charge for periods of a month or more by museums, colleges, public galleries, community groups, or institutions such as libraries, schools, cultural halls, or other nonprofit organizations. The exhibitions are transported by the Visual Arts staff. Locations must be secure, well publicized, and open to the public. In compliance with Section 504 of the 1973 Rehabilitation Act, all exhibitions must be made available to the disabled.

Educational materials are also provided with many of the exhibitions. Historical background and biographical information, discussions of the medium and other related art forms such as literature and music, a description of techniques employed, as well as suggested projects which can be used in conjunction with the exhibition are the types of materials included.

In addition to the educational packet, a sponsor may request a one-day artist workshop. A typical workshop might include a demonstration of materials and techniques, a slide presentation, work by participants, and a critique of the day's activities. The sponsor's cost for this type of workshop is $50.

A sponsor may also want to take advantage of our multi-discipline artists' workshop in which four different art forms are involved. This program provides a visual artist, a dancer, a poet, an architect, an actor, or a filmmaker from which a sponsor may choose four. Each artist selected will take one day during the month to present a workshop, focusing on the exhibition and discussing such themes as color, space, and design as these elements relate to each artist's discipline. Artists are prepared to give workshops for all age groups, from elementary to senior citizens. The cost for this workshop is $200.

If you are interested in participating in the Traveling Exhibition Program, please contact: Dan Burke, Visual Arts Coordinator, Utah Arts Council, 617 East South Temple, Salt Lake City, Utah, 84102, telephone: 533-5757.

CACHE VALLEY VOLUNTEER POOL

Submitted by
Jean Christensen

Communities are made up of adults and children, sometimes living in separate worlds. Most adults have perfected their knowledge in some areas--perhaps in education either for vocation or avocation, special interests, travels, hobbies, collections, etc.--and if asked, most will share their expertise with children, with great satisfaction to themselves. The Cache Valley Volunteer Pool was created and established to bring this abounding enrichment into the lives of young people. The program serves children, teachers and volunteers by expanding and sharing the educational process.

The Cache Valley Volunteer Pool was started by interested volunteers who recognized great resources within the Valley and also a need to share these resources with others. The volunteers also felt a program such as this would not happen unless someone provided the mechanics, research and consistency necessary to initiate and keep it going.

The guiding principal of organization was to break down the workload so volunteers would not become discouraged. A coordinator, and sometimes an assistant coordinator, were chosen for each school. They represented the spokes of a wheel, and the central pool became the hub. The coordinators contact the teachers of the schools, take requests for any type of enrichment they desire and then channel the request back to the central pool. There, the volunteer personnel, using established and researched files on the entire area served, list one to five names and telephone numbers and addresses and mails the request back to the coordinator. The coordinator then calls the volunteer and arranges a time, place and date. Our agency felt if this much time (1½ happy years) was spent on research, it could serve all children in our valley, so it combines the districts of Cache County and Logan City and serves Cache Valley.

Caring volunteer citizens have developed and implemented the Cache Valley Volunteer Pool. They are not affiliated with any organization. Most of the people serving are interested mothers with the majority of their children in school.

The financial requirements have been very little. All people involved are volunteers. The Cache Chamber of Commerce gave $500 which has been used for supplies, telephone, stationery and postage. Last year, a grant of $500 was received from the Utah Arts Council because we are placing so many artists in the schools. Pool office space has been provided without charge--first by a business firm and then at the old Whittier School (a building owned, but not used, by Logan City, which also houses the Community Art Center). We have placed from 350 volunteers in the schools our first year to over one thousand in successive years. This is our fifth year of operation.

The plans for the future are to maintain, improve and help others who may be interested.

Volunteer Pool
290 North 4th East
Logan, Utah 84321
ATTN: Candy Hall

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THE ADOPT-A-SCHOOL PROGRAM
IN THE SALT LAKE DISTRICT

Submitted by
Gene Berry

Key Questions:

1. What was the need from which the program developed?

We began with the need that many secondary students, who are behind in basic skills, have for individualized help. We put that together with the desire of some businesses to become more directly involved with the schools and with the need that secondary teachers have for dependable, competent help and came up with the Adopt-A-School program.

2. Who does the program serve specifically?

So far, the program has served secondary students, as the needs of students and teachers at that level have been the greatest. As the program grows, we envision the program being easily adapted to the elementary school setting.

3. How did it get started?

A pilot project was set up with one business (Mountain Bell) and one high school (South High School) in order to measure the success of the program and to work out any problems that might occur in this type of project before expanding it to a larger scale. As a part of this pilot project an in-service class was given for the teachers at South High and the volunteers from Mountain Bell who would be participating in the program. The class dealt with the use of volunteers at the high school level. Lane change and university credit were given for completion of the course.

4. How does it operate?

The School Volunteers, Inc. is directed by an advisory board of 28 persons representing a broad cross section of the community. Several members of this advisory board comprise the Adopt-A-School Committee. The members of this committee plan and direct the activities of the Adopt-A-School project. They are responsible for planning recruitment breakfasts, contacting interested businesses, following up with participating businesses and seeing that good communication between the schools and the businesses takes place.

Now that the program has begun, businesses are invited to participate at a breakfast meeting. The breakfast meeting is held at a district high school. The breakfast is prepared and served by students at the high school. At the meeting prospective businesses are given an information packet. They see a brief slide show describing the program and are spoken to briefly by officials and the chairman of the Adopt-A-School Committee.

Representatives at the breakfast meeting are then asked to indicate further interest in the program by leaving a written response sheet. Follow-up contacts are made with interested businesses by members of the Adopt-A-School Committee. At that time the business representative is put directly in touch with the school coordinator. The school coordinator is prepared to orient employees and place them with interested teachers. The business representative is responsible for recruiting employees within their organization and for planning with the school coordinator.

5. What were the financial requirements?

The minimal amount of financial support needed to operate the program would be in the area of printing recruitment letters and fact sheets as well as postage. Further operational costs would be in the area of training, particularly if any college credit is subsidized. In the case of the Salt Lake program, the Adopt-A-School Committee has managed to have the costs for training, printing a brochure and the costs of the breakfast donated by area businesses.

6. What has resulted?

We have found this program to be very successful. After the pilot program with Mountain Bell we found that more than one business should be allowed to adopt one school because one business can't begin to provide the number of tutors needed in a given school. After beginning with Mountain Bell 3 years ago, our program has expanded as shown below:

PARTICIPANTS IN ADOPT-A-SCHOOL PROGRAM (Oct. 1979-Feb. 1980)

Company or Organization	School	Number Volunteers	Number Hours
Mountain Bell	South High	16	257
Utah Jazz	South High	1	1
Mountain Fuel	East High	2	52
IBM	Bryant	7	70
Kennecott Copper	West High	7	182
Utah Jazz	West High	1	7
Utah Jazz	Northwest	1	2
	Totals	35	571

7. What are the advantages and disadvantages of this program?

The students are the greatest benefactors of the program. With the help they receive from members of the business community they realize increased self-esteem and school achievement. Teachers benefit with the addition of talent and expertise to enrich their curriculum. The school system benefits from rubbing shoulders with men and women who know how to set goals and reach them.

8. What are the plans for future development?

We have found that the development of this program is an on going process. Its success depends on one-to-one personal contact with prospective businesses. Our plans for future development are to continue using this very personal approach, offering businesses quality orientation and communication as the process unfolds. We have found that released time employees are extremely desirable volunteers and hope that some day we will have them working in all of our schools.

Gene Berry
School Volunteer
Program Coordinator
440 East First South
Salt Lake City, Utah 84111
322-1471, ext. 432

ARTS IN ACTION
AN INTEGRATED ARTS PROGRAM

Submitted by
Marti Frankovich
Program Coordinator
Salt Lake City School District

The arts, properly taught, are basic to individual student development and need to be a fundamental part of the education system. The students, teachers and administrators of Salt Lake City School District frequently expressed concern for the dwindling interest in the arts at the classroom level. They wanted a return to and a renewal of the arts into the basic curriculum of the classroom. In order to fulfill this need, Arts In Action, an integrated arts program designed to stimulate interest and create excitement about learning through arts-related experiences, was launched.

Arts In Action (AIA) is a grant awarded to Salt Lake City School District under the Title IV, part C, Adoptable projects. It has two main goals: First, the introduction of a wide spectrum of the arts into the participating elementary schools; and, second, the development of arts-related experiences which could help children improve their basic academic skills. It is administered by a Program Coordinator. Each school has a 4-6 member Arts Resource Team consisting of teachers, the principal, and the school volunteer coordinator. This team works with the Program Coordinator to plan, organize, and evaluate arts activities, performing groups, volunteers, and professional artists in their classrooms.

The objectives of the program are realized through the following strategies:

1. An Arts Resource Team consisting of qualified teachers designs workshops and provides individual instruction so teachers can gain knowledge and experience in the arts for educational and professional growth. They help teachers develop a reservoir of teaching methods and strategies, using the integrated arts process.

2. Community arts agencies assist in recommending and securing professional performing groups, artists, and field trips. The artists, Program Coordinator and teachers develop classroom learning experiences applicable to the performances. Emphases is placed on teaching the basic skills through these arts experiences whenever possible. Many of these artists also provide in-service training for teachers.

3. Local community volunteers are identified by PTA members, the volunteer coordinator, teachers, and students. They offer demonstrations, teach various art forms, and assist teachers. An important outgrowth of the volunteer concept is the interaction between college and high school student volunteers with the elementary students through arts-related experiences.

If AIA has a disadvantage, it is lack of time, energy, and human power to explore and develop all the possibilities this concept suggests, leaving many good ideas and suggestions undeveloped. The advantages of AIA-tremendous! As a result of AIA, an aura of excitement in the participating schools is apparent. People of all ages are eager and willing to come to school and teach or demonstrate their creative art form with children. As children work with the artist, whether paid or volunteer, the self-image of both the child and artist expands. Bringing the arts to the classroom creates the excitement about learning that is so necessary if children are to remain enthused about school. The interaction between the community and the school is a vital part of AIA. This project has become a vehicle for bringing the community into the elementary schools. AIA also serves as a unique approach to teaching minority and foreign cultures. The cultural and minority organizations of Salt Lake City have willingly cooperated to share and teach their own art forms to the children. Results of these arts interchanges have been an increase in human understanding and a new awareness of cultures previously unknown.

For further information contact:

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BUSINESS INDUSTRY COMMUNITY EDUCATION PARTNERSHIP (BICEP)

Submitted by
Donald L. Wright
BICEP, Executive Director

NEED

The major need that brought BICEP into existence was the recognition that the majority of people end up in careers more through chance than choice. Hence, it is not surprising that surveys indicate over half of America's work force are dissatisfied with their jobs and would choose differently if they had it to do again.

Further, it was determined that major assistance could be provided young people by arranging for them to be in direct contact with working people in the community.

DEVELOPMENT OF THE PROGRAM

As the original need was recognized, a task force was formed of educators and business/industry people. BICEP was organized by this group. Community people expressed further needs that required consideration. Young people lack familiarity of and appreciation for the free enterprise system. Lack of direction contributes to limited productivity and higher employee turnover. Young people typically lack adequate basic and job skills.

It was determined that business/industry had valuable resources and were willing to assist students. All agreed that a central clearinghouse would be helpful.

PROGRAM OPERATION

BICEP was organized in 1975 as a non-profit corporation governed by a Board of Trustees from education and the community. An Advisory Board provides assistance.

BICEP is a linking agency between the community and the Salt Lake, Granite, Murray, and Jordan School Districts. BICEP maintains a master resource file of career exploration resources available in the community. Teachers and counselors have been encouraged to use these resources. Requests are made to BICEP and BICEP arranges the following community career activities: (a) Classroom Speakers, (b) Plant/Office Tours, (c) On-Site Discussions, (d) Shadowing (observing a worker on the job), and (e) Work/Service (unpaid).

Through participation in the above experiences, students gain firsthand experience with a variety of career areas. As a result, career decisions may be made based upon personal experience.

Business and industry have readily responded to providing classroom speakers and receiving students on-site. As of May, 1980, 1,150 firms and organizations in the Salt Lake Valley are participating in the BICEP program. This represents several thousand individuals who interact with students.

ULTIMATE OBJECTIVES OF THE PROGRAM

BICEP has been established to serve all students (kindergarten through 12th grades) in the four school districts in Salt Lake County. It is expected that all teachers will make students aware of the career implications of the subjects that they teach and, in doing so, host a number of community workers as classroom speakers. In junior high school, all students should participate in several on-site Discussions that relate to career interest. In high school, all students should have several Shadowing experiences to further explore interests. In addition, most students should participate in a community Work or Volunteer experience prior to graduation. BICEP exists to arrange these experiences for students. Further, it is anticipated all these students will receive experience with, and appreciation for, the American free enterprise system.

ACCOMPLISHMENTS

During 1979-1980, BICEP arranged approximately 5,500 career activities which involved approximately 120,000 student contacts with the community.

ADVANTAGES AND DISADVANTAGES

Advantages

BICEP assists students in achieving:

1. Career skills relative to decision-making, job finding, and keeping.
2. Career selection with greater satisfaction, productivity, and less employee turnover.
3. Increased achievement in basic skills.
4. Higher, earlier achievement in job skills.
5. Greater appreciation for the free enterprise system and a more positive work ethic.

BICEP assists teachers in achieving state education objectives relative to free enterprise and work-service experiences.

Disadvantages

The only disadvantages that have appeared are the challenges in implementing the program. First, it is necessary to solicit funding to support the program. Secondly, teacher inservice training is needed in the areas of career education and utilization of community resources.

SUGGESTIONS IN BEGINNING A SIMILAR PROGRAM

Those involved in BICEP wholeheartedly recommend further implementation of the concept. BICEP has developed a 'how to' manual and extensive materials. These may be requested from:

Dr. Donald L. Wright, Executive Director
BICEP
1738 East 2700 South
Salt Lake City, Utah 84106

UTAH MUSEUM OF FINE ARTS
EDUCATIONAL AND OUTREACH PROGRAMS

Submitted by
Sue McCoy
Curator of Educational Services

Established by the Utah State Legislature in 1899, the Utah Museum of Fine Arts is the primary visual resource in the state. Its collections are unique and varied, encompassing many styles and periods of art. The Museum is located on the campus of the University of Utah, Salt Lake City.

A variety of educational programs have been developed over the past few years that aid the museum staff in presenting the collections to the public in a meaningful way. Most of these outreach programs are carried out by well-trained volunteers, under staff supervision. The Museum itself is reasonably available to residents of the Salt Lake valley, but transportation for Senior Citizens and school children is often restricted. Citizens living in distant parts of the state often cannot come to the Museum at all. Most of the educational programs are designed to reach out to those unable to visit the facility in person. The services of the Museum are available free of charge to the public of Utah.

Statewide programs:

1. Traveling Exhibits. Fifteen traveling exhibits from the Museum's collections are available to public libraries, non-profit galleries, and public schools anywhere in Utah. In conjunction with the Utah Arts Council, exhibits are scheduled, delivered, hung, and picked up. These exhibits may be used as the basis for community education, a PTA evening, or visited by community organizations. Packets of educational materials accompany the exhibits. Information is available through the Utah Arts Council, Salt Lake City, 533-5757.

2. Slide programs with taped information will be available in the future for use with various groups in schools and the community. These are being produced now.

Regional programs (Salt Lake Valley):

1. Tours of the Museum. Free to any group, trained guides (docents) will conduct tours, and are able to focus on specific topics of interest to that group. Reservations should be made two weeks in advance, if possible, by calling the Museum.

2. Museum in the Classroom. A new program, offering in-classroom presentations by volunteer docents trained for this purpose. Presentations on Africa, the Orient, Egypt, Greece, and Pre-Columbian cultures are available, using art objects from the Museum collections and slides of related art. This program is limited at present to a few volunteers, and is in great demand. Reservations must be made well in advance by calling the Museum.

3. Teacher Resource Center. Over 100 objects, prints, and paintings from the Museum's collections that are boxed and framed for use in schools, or other group presentations. Educational and historical materials are available with most of these objects. Teachers and church groups use these in conjunction with humanities, English, history, and art classes. Objects must be picked up at the Museum and returned within one week.

4. Slide sets and filmstrips, with cassettes. A series of slide presentations for the classroom, to introduce various aspects of the Museum collections is now being produced. These will relate either to the school curriculum, or to some topical aspect of art, and will be directed to specific grade levels. They may be used alone, or as preparation for a visit to the Museum, and will be loaned by the Museum Education department.

5. Senior Citizens visits. A grant from the Salt Lake Arts Council has made it possible for residents of nursing homes in Salt Lake City to be transported by chartered bus to the Museum for a guided tour and refreshments. The Museum is assisted in planning these visits by the State Division of the Aging. All nursing homes are eligible for this service, free of charge.

   A volunteer may also bring museum objects and slides to Senior Citizens Centers or community groups in the Salt Lake area, by appointment. This service is available on a limited basis.

6. Poetry Reading in the Museum. The Utah Arts Council supports a series of poetry readings through the year, featuring local and nationally known poets reading their own works.

7. Docent Training Program. The Museum, through the Division of Continuing Education, provides art history background, focusing on the collections of the Museum for those wishing to serve as volunteer docents in, or out, of the Museum. Anyone wishing to enter this program may contact Sue McCoy, 581-3580. Tour techniques, classroom techniques, and specialization in areas of interest are offered.

Contact: Sue McCoy
Curator of Educational Services
Utah Museum of Fine Arts
101 AAC, University of Utah
Salt Lake City, Utah 84112
Phone: 581-7332

DESERET NEWS - NEWSPAPER IN EDUCATION

Submitted by
Sally Archer

The Deseret News for Youth program is an educational service for teachers and students in secondary schools throughout Utah. The unique feature of the program is that current, localized curriculum aids are provided to assist teachers using the Deseret News in their classes. These aids and newspaper deliveries are tailored to fit individual teacher's needs.

Many teachers request papers once a week and receive weekly curriculum aids along with a classroom set of Wednesday evening's paper, the largest edition of the week. The aids are delivered to Salt Lake Valley schools and mailed to schools outside the valley and include teaching suggestions for using that edition and worksheets ready to duplicate.

Recent worksheets have featured crossword puzzles, word searches, critical reading exercises and editing exercises. A current events quiz is prepared each week.

In addition to the weekly teaching aids, resource units on "Understanding the Newspaper" and "Advertising" are available. These are usually used in one to two week units.

Approximately 150 teachers have used these curriculum aids since the program started last October.

"The aids have added new life to our American Problems classes," says Jack Hill, American Problems teacher, Pleasant Grove High School. "The Current Events Quiz is valuable and the students enjoy it."

"I really like the fact-opinion activities," says Tim Rausch, Teacher Specialist, Mount Jordan Middle School. "This is one area of critical reading where the newspaper is a great resource. And your activities are great."

"The 'Understanding the Newspaper' unit was so refreshing and educational," says Bonnie Day, Special Education Teacher, Olympus Junior High. "There was so much enthusiasm that the students wanted to make their own paper. So we did! They loved being published."

Next fall the Deseret News for Youth program will expand to include all elementary schools in the state.

Consultants from elementary schools in Salt Lake City, Granite and Jordan Districts are advising Educational Coordinator Sally Archer on curriculum.

The program is designed to help students learn to enjoy newspaper reading and to develop effective newspaper reading skills. Other goals are developing civic awareness and an understanding of the role of a free press.

Teachers using the program report good results. "Using newspapers has made a marked difference in student's attitude -- toward social studies specifically but also their general enthusiasm. The parents have noticed it too," says Garth Anderson, Edgemont School.

Pauline Newman, Language Arts teacher at Salt Lake Community High School says, "If I didn't have any other textbooks, I could survive nicely with a newspaper."

Using newspapers in the classroom is a way for teachers to develop a Home/School/Community Partnership. PTA groups might want to sponsor a project to provide newspapers for classroom use. A special ½ price classroom rate is available.

For more information, call Sally Archer at 237-2140.

Contact: Sally Archer
Educational Coordinator
Deseret News
P. O. Box 1257
Salt Lake City, Utah 84110
Phone: 237-2140

CEDAR JUNIOR HIGH CROSS - AGE TUTORING PROGRAM
INVOLVING THE COMMUNITY IN YOUR READING PROGRAM

Submitted by
Kathryn Whittekiend

It has always been an unwritten policy for a teacher to take a child where he/she is and continue that learning and acquiring of the basic skills. With the passing of the minimum competency law we are now under more than a moral obligation to help students achieve. It is the right of every student to succeed as far as ability will allow and it is our challenge to help him or her do that.

Two years ago I had the opportunity of teaching students who tested below grade level in reading and spelling. It was a great learning experience for me. I began to notice things about "my kids." At first it seemed I had every discipline problem student that had entered our Junior High. I also had every clown and three fourths of the introverts. As I began to get under the surface of my kids, I found they all had one thing in common: they were frustrated. Those tough exteriors, those clowns were hiding behind masks. These kids were labeled dummies because they couldn't read. They felt like dummies, they acted like dummies. They needed help. These kids needed something they couldn't get in a regular classroom setting -- individual attention.

When the principal and I realized these needs, we set out to find a program to help these students. The program on which we decided was a one-on-one tutorial program manned by interested parents and community members.

Any student, not just the slower learners, will benefit from a one-on-one program. Everyone likes individual attention. This type of program benefits not only the student but it also increases the effectiveness of the teacher, namely me.

The tutorial program that works for us is very simple. We use the P.T.A. to help with the leg work. They contact volunteers from their ranks, mothers with students in our school. We contact the local newspaper and advertise the program. Some of our best tutors are local folks who don't have children in school but wanted to be involved when they read about it in the newspaper. We also get volunteers from the ranks of retired school teachers who still want to help students succeed. The high school and local college also furnish volunteers. Cedar High School has a vocational class for potential teachers, social workers, and secretaries. Some of these young people have been assigned to me to work as tutors. The Education Department at S.U.S.C. has also been very helpful. Prospective teachers have found our program very valuable.

Once the volunteers have been contacted, we put them through a 3 hour training session at our school. We talk about adolescent psychology and the Junior High age student. I try to emphasize some points they will need to be successful tutors such as:

1. Sitting side by side with the student, eye contact, and material manipulation.

2. Making friends and using some of the time to create a friendly

learning atmosphere; for example, one tutor found out her student had a birthday coming up and she made him a cake. It was special for him, not only because she was thinking about him and cared but because he was a twin and twins very seldom get to be singled out for something special. He is now working harder to please her.

3. Using constant, positive, and sincere reinforcement instead of negative feedback for example: "That's really good, John." Or simply supply him with an answer if he stumbles. A student will work harder in a positive atmosphere where he doesn't have to worry about failing again.

4. Remembering that these students are not retarded but that they are normal students who have missed the basic steps somewhere.

We then go through the program they will be using. I make sure they are familiar with all the material. The volunteer is then put with a student and they work together two days a week for 30-40 minutes.

The results of this program have been multi-faceted. First, we find an improvement in the student's self concept. One example is the ninth grade boy who came to school with his hair combed and his shirt buttoned for the first time in 3 years. Second there is an improvement in the reading scores. For example: Peggy, 9th grade, tested in August at 4.3, in April it was 7.7. Ron tested in August at 5.0 and in April 5.6. It also gives the younger student a friend and ally, not of his age group; someone who is not related that he can look up to and emulate.

There are only two disadvantages that I can see. First you must pick students that are willing to be helped and make sure the tutor is capable or it becomes a frustrating experience for both of them. Second, during the tutoring time, the student misses the peer association and subsequent growth of a classroom situation. The advantages far outweigh the disadvantages because reading is essential to life.

Next year we are looking toward a middle school program and with that an expansion of our reading tutors to meet the needs of more students. We hope to be able also to catch some of the problems at an earlier age.

Contact: Kathryn Whittekiend
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HAVE PLANETARIUM--WILL TRAVEL

Submitted by
Sheri Thompson
and Mark Sonntag

What could be better than having the night sky spread out above you as you relax and learn about the early history of the solar system? Well, how about throwing in a science demonstration? Or a tour about "the ring of fire" and a discussion of why volcanic eruptions occur? And just to make the whole package irresistable, the price is right--it's FREE! Maybe all this sounds too good to be true, but during the past school year over 60,000 Utah school children were able to participate in programs just like these at the Hansen Planetarium.

The star programs form the core of each group's visit and those programs are geared to the particular interest and age level of the class. The shows range from an elementary introduction to the night sky using cartoon characters to a description of stellar evolution and the eventual death of the stars. But the field trips are by no means confined to the shows in the star theater. The group can also request a tour or science demonstration to supplement their studies and, because of the ingenuity and dedication of the gallery attendants responsible for the tours, the topics covered are almost endless. During the past two years new science demonstrations on "fire", "acids and bases", and "sound" were developed and much of the summer will be spent in enlarging the repertoire of these supplemental offerings.

But what if your school isn't located within busing distance of the Hansen Planetarium? Until this past year students in outlying areas were unable to participate in the Planetarium's educational programs, but all that changed when the Utah State Legislature allocated funding to establish an AstroVan program, free to Utah school children. The AstroVan is patterned after NASA's famous "Spacemobiles" and contains the same aeronautical and astronomical gear as well as additional equipment emphasizing astronomy. As part of many AstroVan visits, a "star party" is scheduled in the evening so that youngsters can view the night sky through the 8-inch Celestron telescope which the van carries. This telescopic look at the heavens is usually a first for young people and their reluctance to have the viewing session end is a testament both to the skill of the demonstrators and the enthusiasm of the students. The program has reached over 40,000 school children from all school districts this year and the response has been completely positive, according to the evaluation forms which are sent by teachers following the program. In fact, the only difficulty with the program is its success--everybody wants an astroVan visit! For that reason, advance scheduling is not just recommended, it's mandatory, especially since the demonstrators do need travel time. (You can schedule an AstroVan visit by calling Kathy Fitzgerald, AstroVan Scheduling Coordinator, 535-6149.) So, if you can't bring your students to the Planetarium, the AstroVan will bring some of the Planetarium to you!

The Planetarium has been an important resource in science education for the teachers and students of Utah for the past 15 years. It has been, and will continue to be, committed to the concept that the Planetarium experience should be viewed as an extension of classroom work. Consequently, its educational programs have been developed with the school curriculum in mind so that both the Planetarium and AstroVan visits can generate the maximum educational impact on the student. An important factor in the continuation of this philosophy is the Planetarium's new Education Director, Mark Sonntag. He comes to the Planetarium as a former science teacher with eight years of planetarium experience and a wealth of creative ideas to accompany his impressive academic credentials. Mr. Sonntag is available to help teachers plan science programs, as well as teaching astronomy classes here at the Planetarium and spearheading the program to develop new educational offerings.

The Hansen Planetarium has pledged itself to a continuing effort to develop science education programs for Utah students and educators which will not only enrich the curriculum, but will touch the lives of those who participate. We welcome the challenge of the coming years and we look forward to presenting new ideas and experiences as together we explore the most fascinating classroom of all--tomorrow.

Contact: Mark Sonntag or Tom Clausen
Hansen Planetarium
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Salt Lake City, Utah 84111
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HOME/SCHOOL/COMMUNITY PARTNERSHIP IN PLANNING AND DECISION MAKING

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THE SALT LAKE CITY OPEN CLASSROOM PROGRAM

Submitted by
Carole Parry and Judy Smith

The idea for the Open Classroom Program, evolved from a private school in Salt Lake City, that was funded and operated by parents. When this operation became financially infeasible, a group of parents appealed to the forward-looking Salt Lake City School Board, and was granted space in two locations, and this year, we have consolidated into one school. Currently, we are situated in Rosslyn Heights Elementary School, where we represent forty per cent of the school.

One thing we always like to clarify, is that "Open Classroom" refers to philosophy and not architecture. As it happens, this year we are experimenting with a large open area as big as three classrooms, that we call the "pod." Sixty children occupy this space; grades three, four, and five, at one end, and grades four, five, and six, at the other. The space in between is a "free space", used for several purposes by both ends of the pod. The rest of our classrooms are self-contained.

There are two things that stand out in making the Open Classroom unique: We are a parent co-operative, and we operate within the public school system. This means that we receive no more and no less in the form of money and supplies, than any other public school in the district. We are a non-profit tax exempt corporation; therefore, we are allowed to raise funds in order to supply our classrooms with the kinds of special teaching aides so necessary to a program like ours. Our most valued resource, however, is the time our parents so generously contribute. Each family is required to spend three hours a week per child in the classroom; and without the twelve-hundred hours a week that our parents contribute to the program, we simply could not function.

In addition to co-oping, each parent must provide transportation for their child, as our children come from all over the city. Also, since we use our parents like teachers in the classroom, our parents are encouraged to participate in philosophy workshops, and on-going parent learning groups, that help keep them abreast of current teaching and learning techniques. In keeping with our philosophy of igniting human potential, parents are encouraged to find their own "niche" in the classroom; whether it be helping with established learning centers in basic skills, helping to design curriculum, or bringing in special projects. In this way, we are able to draw from a special resource pool, that goes untapped in traditional situations. Again, without the cooperation of our parents, we would simply not be able to offer the quality education that our program now exemplifies; their participation is crucial, not only in the classroom, but in the governing body of our organization - for this is a parent program in every sense: parents have input, not only in the classroom, but in hiring teachers, and policy making, as well.

Children are encouraged to be self-motivated, and are offered choices in the classroom. They are encouraged to make contracts with themselves to establish goals, and in this way the child competes only with himself. Children are also encouraged to participate in their own discipline. Two children might be asked to step into the hall to work out a problem between them, or a teacher might be heard asking, "How can we work on this?" These techniques have worked very well, and seem to do much to help the child develop a good self-concept.

Although we must meet the same basic skill requirements, required by the district, and are tested twice a year to insure this, testing in the classroom is done on an individual basis, to establish where the child is in regard to grade level, so that he may be given appropriate materials to continue his learning. We like to call this kind of individual learning, the "hidden curriculum." Also, in accordance with district policy, there are parent-teacher conferences twice a year; but the easy relationship between the teachers and parents, and the parent involvement in the classroom, insures that the parent is able to know where his child is at any given time. In addition to these exceptional learning opportunities that allow the children to explore their interests at their own pace, our program offers each child a strong support group of caring parents, teachers, and peers; all of which help to keep the joy of learning alive in our children.

A great deal of organization is required to make this program run as smoothly as possible. Parents have been organized into various committees which are supportive of the classroom teacher. Such committees deal with areas of curriculum, discipline, classroom enrichment and so on. Coupled with the in-put from the children and the overall coordination given by each classroom teacher, the program thus achieves its functioning ability. Let it be understood, without the incorporation of each factor to achieve the whole, the program would not exist. In other words, it is necessary to have the parents in the classroom; it is necessary to have children making choices about their education; and it is necessary to have a classroom teacher who is willing to organize, and coordinate all efforts to make his/her classroom a dynamic learning environment.

The Open Classroom Program is not a gifted program; it is a program for all kinds of kids; and yet it is important to note, that it is not a program suited for every child. Our interest is to offer an alternative learning experience that respects the opinions of children and their parents; because we feel that when it comes to knowing what is best for them in education today - they are the "experts."

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COMMUNITY COUNCILS -- THEY WORK -- BUT PLAN ON CHANGE

Submitted by
John P. Gourley, Principal
Pleasant Grove High School

Plan on changes in the community and schools when you really let a community educational advisory council become involved in decision and policy making.

Based upon their own experiences in handling disruptive behavior, the community leaders of Pleasant Grove, Utah, have concluded that, for long-term solutions to problems, there must be a coordinated approach to problem-solving by ALL community agencies: the home, churches, schools, city government, agencies and civic organizations and lay citizens.

In 1974, a group of community leaders met to consider factors relating to the educational environment of Pleasant Grove. The Educational Advisory Council was established at this meeting and bylaws were prepared. Since then, the Council has met monthly to discuss its role and various school-community related problems. Its objectives are:

1. To participate in decision-making to establish school policies.
2. To serve as an advisory group to the community and schools.
3. To act as a liaison bringing closer relationship between community agencies.

An advisory council must function as a process, not a program. It is community action in response to need. It is a community cooperatively building a bond of trust while working for our youth. This process has five identifiable phases:

1. Organization and training of the council members.
2. Gathering of data relating to community values and needs.
3. Searching for alternative programs.
4. Implementation and establishment of at least one alternative program.
5. Evaluation of the process on a continuous basis.

Following are some examples of changes directly related to community council action:

1. A newly-elected school board member requested permission to sit as an ad hoc member of the council to "be able to keep his hand on the pulse of the community."
2. Civic and parent groups meet regularly with the council to explore problems and reasons for action. These meetings are open and frank, with communication flowing freely in both directions. There is a shared broad-base community responsibility for school programs.

3. All school-sponsored programs extend no later than 6:00 p.m. on Monday, Tuesday and Wednesday evenings to meet community needs.

4. A change in course offerings and required numbers of SOLID subjects taken by students.

5. A major change in the handling of students who break the law in connection with the use of alcohol, tobacco and drugs. The new method of handling these offenders has drastically reduced the use of these substances in or around school buildings.

6. Administration style and attitudes based upon a process of cooperative problem-solving for the owners of the schools--the public.

This process takes a great deal more time and energy than traditional methods. It calls for the learning of many process skills by all persons involved. However, the extra effort pays off for this is an effective program for involving a broad representation of the community. The system has served to reinforce the authority and security of the school administration.

It works--but plan on change and accountability.

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HILLCREST ELEMENTARY ARTS AND MUSIC APPRECIATION PROGRAM

Submitted by
Fran Richardson
and Janet Waddoups

A few years ago an Art Appreciation program was begun at the school wherein an artist and one of his paintings were introduced to a classroom in a 20-30 minute period by a parent or community volunteer once each school month except December and May.

They tell about the artist, his period, techniques, style, use of color and history, at the child's level. It is also suggested that the children have a project to help them remember each painting. These activities include creative writing, drawing pictures using the same colors or technique as the artist, or arrange a group of objects for a still life painting. During the year, each class is exposed to seven prints. Each print stays in the classroom for a month.

The Hillcrest School P.T.A. purchased forty-nine prints that are used in the classrooms. These prints represent artists from thirteen different countries. The artists vary from old masters to modern artists. To go with each print, a packet has been compiled contained research on the artist and the print.

The P.T.A. purchased the art prints from Shorewood Reproductions. When you write to them, use school letterhead paper; then they will send you a catalogue free of charge, otherwise the cost is $7.50. We also purchased the Art Reference Guide for $12.95. The prints cost $3.75 each. The mailing address is:

Shorewood Reproductions, Inc.
May Sykes, Cust. Services Div.
475 Tenth Avenue
New York, New York 10018

To go with our prints the P.T.A. also purchased several books by Ernest Raboff, Art for Children. Each book tells about one artist and contains color prints of different works. These were ordered through the local book store.

The program was so well received by students, parents and teachers that soon parents were asking, "Why not have a similar program for classical music?" In August, 1978, PTA President, Janet Mecham, asked Fran Richardson to work out a Classical Music Appreciation Program for the school. The goal of this program was to introduce children to classical music and help them to understand and enjoy it. The need was evident. Studies showed that children were spending many hours per week watching TV. In the Logan community it is not unusual to find 15-20,000 fans at a football game on a Saturday afternoon. However, many times concerts are not sold out in the 2200 seat Fine Arts auditorium. In a high school orchestra only one student could be found who had attended an opera.

The program was set up with the approval of the principal and the teaching staff and the new PTA President, Bobbie Coray. Once each month in September, October, November, January, February, March and April a volunteer would go into each classroom, K-6, for a 20-30 minute period and discuss the life of a composer and let the children hear some of his music. In K-3 one musical family, i.e. percussion, brass, string, woodwinds would be introduced each year. The result being that in the seven elementary grades a child would become acquainted with 45 composers and the instruments of the orchestra.

In choosing the composers Mrs. Richardson felt that it was important to have a good mix of composers from the baroque, classical, romantic and contemporary periods as well as composers from a variety of countries. It was also determined that once a year each grade would be introduced to an operetta or opera.

As soon as the composers were selected a volunteer was asked to develop some basic information to be put into a kit on each composer. These volunteers were asked to: 1. recommend music of the composer, 2. provide some biographical information, 3. list available bibliography and 4. suggest activities for further study in the classroom or at home.

Pictures of most of the composers were obtained from the Bomer Music Co. A series of pictures-filmstrip and cassettes called "Meet the Instruments" was also obtained.

As the kits were formed, music was chosen which was representative of each composer and that record was purchased. It was felt that it would be valuable to have the picture of the composer and the recording of his music left in the classroom so the records were put on cassettes which were found to be more durable than a record. However, the classroom volunteer had access to and could use the record and the cassette in preparing and presenting his discussion.

Then came the time for the most critical part of all--choosing those who would give the actual presentations in the classroom. These people were chosen initially as a parent of a child in the classroom with the following criteria in mind: 1. A background of music (vocal, instrumental, etc.), 2. An enthusiasm for classical music, 3. A love for children, and 4. The ability to work with children in a way enjoyable for all. The volunteers need not be parents as long as they meet the above qualifications.

Some of the other goals, besides the obvious one of gaining an appreciation, understanding and enjoyment of classical music, are to help students learn correct behavior at programs, to provide a supplement to the more technical "A Course of Study for Vocal and General Music in Utah" (1977), and to provide an opportunity for parents and other volunteers to share their musical knowledge with students. It is hoped that there will be attitudinal changes toward classical music, that students will choose to listen to this kind of music, that they will develop an interest in musicians, composers, their music, an understanding of musical terms and many forms of classical music, i.e. ballet, symphony, opera, etc.

Some of the other things which would be hoped for would be to increase the number of music related books in the media center, develop a record-cassette library, provide better listening equipment in the schools, have the children see an opera or excerpts of one or perhaps an opera film.

It was pointed out by one advisor that one of the necessary features of a good music program was to have excellent equipment for listening. A stereo system with two separate speakers and a combined cassette, record player, AM-FM system in the $250-$300 range is recommended.

There are many related classroom activities which could result from this program such as history and social studies units on the composer's country, dramatizations, composing music, writing stories of what the music tells and so forth.

A meeting was held for the classroom volunteers at which the program was explained and instructions were given. These instructions contained a packet for each volunteer with a class schedule, composer pronunciation guide, how to care for records and cassettes, concert ettiquette and a note of appreciation. Evaluation meetings with teachers and classroom volunteers will also be held.

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Janet Waddoups - Art
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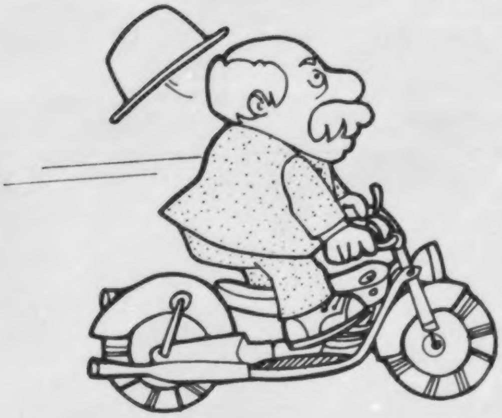

PARENTAL INVOLVEMENT

Submitted by
T. Joe Sandoval

The educational system needs all parents as active partners in the education process. Not until recent years have minority parents been encouraged to participate in advisory educational committees. The federally-funded programs of the 60's were the first school programs that actively sought minority parents to participate in programs such as Title IV, Title I, Bilingual Education, and the Indian Education Programs. More recently, minority parents are seeking participation on their own, viewing with alarm the disproportionate number of minority student dropout statistics, the large numbers of minority students in special education classes, the underachieving of minority students, as well as the low number of minority teachers, administrators, and other professional staff in the schools. The new consciousness of minority parents has awakened them to the fact that all is not well. Alyse Dominguez from the little town of Del Norte, Colorado states:

> "I did wonder about some things, like the books my children brought home from school were so old and worn, and why so many Hispanic kids got suspended for breaking rules while the Anglo kids never seemed to get punished, and, also, why there were only two Hispanic teachers out of forty-eight in the whole district, even though half the students had Spanish surnames. But I never did anything about those things. You see, my friends and I were raised to think that the schools knew best."

Alyse Dominguez became involved. She is now on the Del Norte School Board and the Del Norte school district has been undergoing some changes in the last few years.

The alienation of minority parents assumes many guises. There is, for one thing, the parent's natural timidity in the presence of school officials. Many, after all, are products of the same school systems that are now filling their children with self-doubts. Also, as the minority cultures place politeness and cooperation above bluntness and competition, parents find it difficult to confront authority figures with their complaints. Nor have they felt welcome in local PTAs and other school organizations, which tend to be dominated by middle-class Anglos. Neither do they understand the pedagogical jargon that can expose them to embarrassment which they prefer to avoid. The upshot has been that minority parents, for the most part, have been excluded from the day-to-day deliberations that influence school officials and determine school policies.

Dr. Walter D. Talbot, Utah State Superintendent of Public Instruction, in a speech on Public Involvement stated:

> "School officials need to develop ways in which parents feel welcome at school so that they may find out first-hand what is actually taking place in the schools. Of particular interest to all educators should be the concept of utilizing the resources of the home in

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> bolstering the education program at the school and in using the resources of the school to strengthen the home and the skills of parenting. Since outcomes and goals of the school and the home should be synonomous where the growth of children is concerned, surely the home and the school should be able to find supporting roles."

The feeling that the schools have been reluctant to involve parents is a concept that is shared by many. Congresswoman Shirley Chisholm from New York in a speech on "Student Suspension" sponsored by the National Institute of Education in April 1978 had this to say:

> "There is a serious need to encourage leadership training for school personnel as valid programs of teacher retraining if we are to bring about positive changes in our educational institutions. Furthermore, there is an inability--and, more often, an unwillingness--on the part of many schools to involve parents in the education of their children. Most of the traditional school organizations reacted with unbridled hostility to amendments which I have introduced to ensure that parents are meaningfully involved in programs such as Compensatory Education (Title I). Well, if this particular attitude is indicative of the attitude toward parents in general, then it is no surprise that schools find teachers and parents in a combative rather than a cooperative kind of relationship."

The role parents can play in the education of their children is of paramount importance. The community schools can act as a vehicle to help train parents on how they can best help their children. There are many activities that parents can participate in with their children to help them achieve to their full potential.

Parents have to assume the responsibility to help their children succeed, education is not solely the responsibility of the schools. The responsibility must be shared not only by parents and teachers, but also by the student himself.

Every home is a learning center. Families, as well as schools, are educational institutions. Parents can and should provide the rich environment needed for learning.

In a study of 5,000 children in England it was concluded that the quality of parental involvement in a child's education had four times as much influence on test scores at eleven years of age than did the quality of the schools attended. Another study looked at the quality of the home environment at 2½ years of age; at I.Q. scores at ages three and eight, and at reading success at seven years of age. They looked at verbal interaction, toys, books and family experiences. They found a high correlation suggesting that the key to reading success and improving reading skills may be in what activities take place in the family.

The following are suggestions for parents on how they can help their children become better achievers in school.

1. Children even at a very young age enjoy listening to stories. Read to them frequently, selecting high interest stories at their level of understanding. Talk to them and discuss with them the content of the story and the pictures. This helps them to learn how to use words and creates interest in oral and written language.

2. Provide your children with games and puzzles at their level. Inexpensive materials or home-made games and puzzles are as good as expensive materials. Play games with your children and talk about what they are doing. Games and puzzles allow children to learn through trial and error. They learn that mistakes are part of the learning process.

3. When the children enter school, even at the pre-school level, talk to the teachers to find out what you can do at home to help your children. Do not agree to take charge of disciplinary measures assigned to your children by the teacher. Example: write each misspelled word 100 times. Always look for positive ways to help your children.

4. Go to the library frequently with your children. Check out books at their reading level, then encourage them to read the books silently or to you or to other members of the family.

5. Parents' school attitudes and involvement in the educational process determine to a great extent the success your children have in school. Positive or negative attitudes are passed on to your children. You must make every effort to be a positive influence in your children's education.

6. A good education is essential for future success. You can best make this known by setting an example. Learning is not always fun--sometimes it is hard work. Your children need to know that effort now might make life easier and more enjoyable later.

7. Each child needs a private area where he can work. This private area could be a study desk placed away from noise and heavy traffic. Do not insist that children keep this area neat and clean according to your specifications. It is more important that the area be their private study area.

8. When your children have homework to do, see that they do it. Talk with them about their assignments. Check with them to see if you can give some assistance, but don't do it for them. If you show interest it usually makes their task seem more worthwhile.

9. Competition such as spelling bees, contests in adding, subtracting and multiplying are good learning experiences, but the competition must be fun and fair to be effective. These experiences should be shared by every member of the family so that everyone is involved.

10. You can get a more realistic idea of the task of teachers and your child's accomplishment if you are a friendly visitor in the classroom. Call the principal first and he/she will make the necessary arrangements. It is your right as a parent to be able to visit your children's classes.

11. Help your children assume responsibility for their actions. If your children feel they are being denied rights in the school, talk to them first (don't lead them to believe that you are taking their side) then

to the teacher. Good communication is essential. Children should know that along with their rights as students they must also share certain responsibilities.

12. Impress upon your child that a good education is essential to his success later in life, and that you have high expectations from him. Meet with his teachers and explain to them what your expectations are regarding your child's achievement.

13. Let your child realize that the secret to success is hard work and that there are no easy ways. Developing good study habits will contribute to the child's success and learning will be fun and satisfying. Success in school will motivate him to continue to do good work. Encourage your child to use the school and public libraries to supplement his textbooks. Encourage him to read current magazines and newspapers so that he will be better informed.

14. Students who participate in school activities get a more complete education than those who do not participate. Activities such as athletics debate, drama, music, etc. will help the student grow. These activities will develop him mentally and physically. He will learn to associate with others in worthwhile activities--activities that have a carryover into adult life.

15. Let your child know that he is important and that he is somebody. Let him know that you are proud of him and that you know he will succeed. Make him feel good about himself. A good self-image is an essential component to success.

16. Take it upon yourself, with your child's knowledge, to pick up the report cards periodically. This will make him realize that you are vitally interested in what he does in school. Review the report card with him and plan strategies that will improve certain areas of performance.

17. As your child progresses through school, encourage him to start thinking about what he wants to do when he grows up. Make him aware of different vocations. Give him an opportunity to make on-site visits to see how different people earn a living. Make him curious so that he does some exploring on his own. Provide reading materials in his preferred choices to further motivate him. Point out to him that whatever career he chooses he should prepare himself to be the best in that field. If he wants to be a pencil seller, he should prepare himself to be the best pencil seller there is.

18. Have an understanding with his teachers that any deviant behavior will be reported. At the same time let them know you want to know when he does good work, or exemplifies other good traits. Children should be told that good behavior is a basic requirement.

19. Let your child know from the beginning of his schooling that you will not tolerate skipping or sluffing of classes and that good attendance is a must. Insist that teachers notify you immediately if your child is not attending a class.

20. Last, but not least, become involved in the educational process so that you will have a voice in the decision-making that takes place in directing the school's educational programs. Don't wait until there is a major crisis before you get involved. By becoming active in the educational process you can help determine the future course of education in your district and in your schools.

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COMMUNITY IMPROVEMENT COUNCILS

Submitted by
Zada Haws

Ogden City School District believes that an involved, informed community is necessary to the educational well-being of students. Therefore, six years ago, with a grant from the State School Board, the District prepared and initiated a plan for community involvement.

We began with two people assigned as Process Facilitators. They organized four Community Improvement Councils. The PTA was actively involved in the organizational development. At first a representative from each block was designated. This, however, proved too time consuming to maintain in most areas. Presently a representative council of approximately 25 members is the goal of each council. Currently there are ten councils representing the communities around ten elementary schools. There are no closed councils. Any person from Ogden may join any council and become a voting member. One exception, Lynn CIC has an Executive Committee with voting rights. The Lynn CIC members-at-large and Task Forces make recommendations to the Executive Committee.

All of our councils have personalities peculiar to their situation. They are all also in different stages of development; some very advanced; some struggling.

The CIC's were about two years old when Ogden City Corporation and the Neighborhood Development Agency decided the CIC's could help in doing the needs-assessments required for Neighborhood Grants. The City Council and the Neighborhood Development allocated money to the school system to be used to promote community involvement. This has changed so that each council now receives $750 to aid in communications such as newsletters, minutes, needs-assessments, etc. while the District gets a smaller amount for building use.

Just after Neighborhood Development joined in sponsoring the councils, we received a five year grant through a Weber State College Consortium, with Weber County, from the Mott Foundation. Each council now receives seed money and can receive more as a match for money generated.

The Mott money became a great incentive, as the councils identified needs they also looked for ways to generate money. Many of the councils established programs that were either self-supporting or money makers. Some of the money makers have been: a pre-school, roller skating, drill team, international dinners, ceramics, and a ten council cooperative Skill Fair.

We believe this ability to generate money with an on-going program will help to make the councils self-perpetuating after Mott money is no longer available.

One of the resources we were able to use to assist our councils was the Vista Volunteer Program. The overall Vista objective is to help people help themselves. This is primarily the same as that of councils. The Vistas have acted as process facilitators. They help take the needs-assessments, compile newsletters, and in some cases rebuild councils. Maintaining a representative membership is always a high priority, and demands a great deal of attention. The Vista often is required to train council members in problem solving techniques. Vistas must give services to disadvantaged areas and these areas often have the greatest needs, but are the least motivated. The Vistas have been a great help.

Our councils have a good working relationship with the PTA.

Our principals are very supportive. They are required to give extra time, but they believe the benefits to the school and community make the effort worthwhile.

Some of our successes have been: the repeal of a double taxation, summer schools, park equipment, changing a school name, tool lending library, etc.

One fun project at the Taylor School by the CIC Council was a pet week. An activity was planned for everyday. The teachers were a bit apprehensive but said later the learning that took place was fantastic. For the final dog show, the City Mayor, Steven Dirks, acted as one of the judges.

In another case the CIC was asked to help students finance an overnight field trip. Instead of giving them the money, they chose to give each student a dollar and the students were to use this to generate more money. The students devised some very creative money making ideas. They paid the CIC back and made about $250.

Bringing about change is a slow and sometimes painful experience. We have learned that we must make everyone involved feel ownership in the projects. We gather facts and we listen. We are learning patience.

Our CIC members are learning they can make a difference.

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PTA COMMUNITY EDUCATION COMMISSION

Submitted by
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Granite School District

During the 1979-80 school year, two of the largest service groups in education, PTA and Community Education, joined together in a pilot project. The pilot project, known as the PTA Commission on Community Education, was developed because of a concern expressed by Dr. John Reed Call, Superintendent of Granite School District. In addressing members of the district's PTA Coordinating Council and the Community Education Advisory Council, a group that had been functioning for approximately ten years in the district, Dr. Call said: "Because concerns affecting education today are so complex, the total community should be represented in seeking appropriate solutions. The organizational structure of the PTA in Granite District offers an advisory problem-solving communication system for the local school unit and for the district at large."

At the beginning of the school year, Superintendent Call and the five PTA council presidents proposed the addition of the new commissioner to each of the seventy-eight local school PTA boards. Some of the goals of the Commission would be as follows:

1. To make the local school the hub of the community.
2. To promote programs and activities that would meet the needs of the community.
3. To help concerned citizens work together to improve their neighborhood.
4. To expand the role of the PTA.

It was suggested that the selection of the local PTA Commissioners of Community Education not be limited to parents of school children in kindergarten through grade twelve. The selection of retired persons, single adults, non-parents, senior citizens, young marrieds, and handicapped individuals has given a new dimension to local PTA boards. It has afforded special educational opportunities for all citizens of Granite School District.

Each of the local commissions was charged with the responsibility of making a survey of their community. The purpose of the survey was as follows:

1. To determine the statistical makeup of the school community.
2. To define the needs of the people living within the school boundaries.
3. To identify major problems or concerns of the community.

Community problems and areas of concern were then brought to the attention of the local PTA board. They were encouraged to develop and implement a project that would work toward a solution of the problems. Many individual projects have been selected. Some of them are:

1. Plan and implement a "telephone tree" for shut-ins, senior citizens, and handicapped individuals.

2. Assist with the development of parenting classes for young marrieds.
3. Assist with the development of courses for women returning to the job market.
4. Develop a plan of outreach designed to identify illiterate persons in the community who could be assisted through community school classes.
5. Assist with the planning of tutoring classes for students whose needs were determined via the survey.
6. Plan and implement classes for single parents.
7. Plan and implement activities for adult singles.
8. Organize senior citizen activities.
9. Organize a corps of senior citizens desiring to be a "living history" resource to day-school teachers.
10. Organize a child abuse symposium.
11. Plan a neighborhood block system for crime prevention purposes.

This year the Community Education Commission has represented a united group of concerned citizens working together to improve their individual and collective situations through service to others and mutual trust and respect. Some of the results of the local PTA community education projects have been:

1. An increased school-community understanding.
2. An increased PTA membership.
3. A more active, interested community.
4. A safer and a happier neighborhood.

Inasmuch as the work of the Community Education Commission has been done by volunteers, the expenditure of district or PTA funds has been minimal. The only major expenditure has been for paper and for printing costs.

The pilot project is currently being evaluated to determine its direction for the 1980-81 school year.

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THE NORTH SANPETE DISTRICT-WIDE ADVISORY COUNCIL

Submitted by
Brent Thorne

It's no secret that North Sanpete District has had its troubles over the past couple of years. Along with numerous administrative shifts, three superintendents were either fired or resigned during this period. There were even court suits brought by the citizenry to change the school system in one way or another, and the public attitude toward education was openly negative.

Things are different now. Not that there aren't still problems to be solved; and, of course, there are still dissatisfied patrons as there are in every district. But things are better than they were, and that's called progress in anybody's book.

Much of this progress can be attributed to the formation of a district-wide advisory council which has direct input into the district board of education. According to Jim Thornton, principal of North Sanpete High School and a strong advocate of the council, it has begun to provide an efficient vehicle for the expression of public opinion. "This fact alone," he says, "has gone a long way toward the eradication of the mistrust and jealousy which have pervaded the district."

Permission for the formation of the council was given to Principal Thornton and Community Education Director Brent Thorne by the local board of education this past year. Because of the sensitive nature of school issues, the groundwork for the council was undertaken in a careful manner. The initial step in forming the council was to invite each city, church organization, PTA group, and business sector in the district to select a representative for participation on the council. Two teachers, two high school students, and a representative from the district office were also invited to come to the initial meeting.

After the purpose of the council had been explained to the participants, the group chose to work on bylaws and a constitution for the council. The members decided to meet once a month during the school year.

One of the major activities of the council during the past several months has been the gathering of public concerns regarding education through a district-wide needs survey. Joe Rickards, a community education specialist from the State Office of Education, attended a council meeting to help plan the survey. After the survey had been designed, it was distributed to every household in the district with the help of high school students. Nearly one-half (48%) of the questionnaires were returned to the group. With these in hand, the council established education priorities from the district based on public concern and need.

The list of 31 education priorities for the North Sanpete District was published and presented to the Board of Education for action. First on the list was a public concern about juvenile delinquency, crime, and vandalism. Second was a desire to help individual students develop to their maximum potential.

The council also formulated specific suggestions as to how to meet the objectives agreed upon.

A number of educational inadequacies were listed by the council in its report to the board. Programs for the physically and mentally handicapped, high school facilities such as labs, gym, and home economics equipment, and programs for gifted students were among those things the council felt were inadequate. It is interesting to note that the council listed as fifth most important the need for community understanding of school problems.

According to Principal Thornton, one of the reasons, the council is effective is the receptivity of board members to council recommendations. In fact, the board has adopted several policies at the suggestion of the council:

- A parenting class was given the go-ahead.
- A street law class was added to the high school curriculum.
- Revisions in the courses on free enterprise and mathematics were made.
- Dress and grooming codes were revised.
- The school attendance policy was revised.

The future of the council looks good.

Members have been very responsive to district and school problems and have made concrete suggestions as to how to solve them.

"It is our contention that the turmoil that created wide schisms in our communities could have been prevented if an effective advisory council had been functioning two years ago and school administrators had been willing to let patrons have an input into decisions that affected their children,' concluded Thornton.

"There are no easy answers to education problems, but we feel we are beginning to move in the right direction toward public involvement in education decision making through this council approach," he said.

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TEACHER ADVISORY (GROUP AND INDIVIDUAL ADVISEMENT)
AT WEST LAKE JUNIOR HIGH

Submitted by
Max F. Jackman
Principal

Program Objective (Anticipated Outcomes) as Viewed by Roles:

Teacher Advisor

1. Help student interpret school progress related to student goals.
2. Review with student available test information grades and citizenship information on the record card.
3. Maintain a student folder which contains (a) check sheet of school requirements, (b) student goals, and (c) three year tentative schedule.
4. Be aware of problems that need to be referred to the counselor.
5. Be aware of attendance.

School Counselor

1. Handle problems of a difficult nature.
2. Back-up for teachers of "no-show" parents.
3. Resource person for teacher.
4. Provide career education information to teachers and students.
5. Coordinate community resources - BICEP etc.
6. Testing.
7. Counsel with students.

Program Description (Activities):

Organization

1. All teachers

1. All teachers	44 1/2	Classroom Teachers
	4	Special Education Teachers
	1	Librarian
	49 1/2	Total Staff

2. Teacher Student Ratio

$$\begin{array}{r} 24.25 \\ 49\ 1/2\ \overline{)1200.00} \end{array}$$

3. Time: incorporated into daily read-in. The first 25 minutes of every day is used as Teacher - Advisor - Read-in Period. The teacher handles individual advisement during the read-in and approximately twice a month the school shifts to an A.M. Assembly schedule and the advisory teacher meets with advisees during the "assembly time" in group advisement or individual advisement as necessary. More time is used during the beginning of the year or at registration time and other times as needed.

4. Counselor - Teacher - Student Relationship

Counselor #1	Counselor #2	Counselor #3 (1/2)
19 teachers	19 teachers	10 teachers
475 students	475 students	250 students

   Students remain with the same teacher for all three years of the junior high experience.

5. Parent Involvement

   a. Counselor - individual appointment with parent and student in August.

   b. Back to School Night in August before classwork begins. (Teacher Advisor and Classroom Orientation).

   c. November - Parent Teacher Conferences - academic areas.

   d. March - Parent Teacher Conferences - academic areas.

   e. April - Parent-Student-Teacher Advisor Conference. Conference schedules will be made by PTA* Advisory Secretary for a 15 minute period from 1-4 and 5-8 p.m.
   *Advisory Secretary appointed by PTA for each advisory room.

6. Inservice

   a. School faculty meetings.

   b. Special workshops.

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PREPARING A MANUAL OF ELEMENTARY SCHOOL RULES AND PROCEDURES: A JOB FOR THE ENTIRE SCHOOL COMMUNITY

Submitted by
Samuel A. Saxon
and Keith Rogers

Almost any enterprise is more effective and operates more smoothly if it has an orderly and consistent framework on which to base administrative and operational decisions. This is especially true of elementary schools. A properly constructed manual of school rules and procedures can provide this framework. Such a manual, if made available to the entire school community, frees the principal and school secretary from the tedious task of continually answering questions about school board policy, school rules and routine procedures.

A manual of school rules and procedures that includes school board policy makes orientation of new teachers easier and more effective because it gives the teacher an easily accessible authoritative source to refer to for guidance. Experienced teachers also appreciate the handy reference to everyday procedures that a manual provides. Parents, students and community leaders also find it useful.

The entire school community, including district administrators, the principal, classified staff, students, parents and community agencies, and community leaders will be affected by the manual when it is in use. The entire school community therefore should have an influence in what it contains. "To give people help, while denying them a significant part in the action, contributes nothing to the development of the individual. In the deepest sense it is not giving but taking--taking their dignity. Denial of participation is the denial of human dignity and democracy. It won't work." (Alinsky, 1971)

Community involvement and parent involvement in the schools are not clearly and consistently defined in the literature. Community involvement will be used in this article to mean that the community has a significant role in effecting changes in the rules and procedures of the school. Parent, student, or staff involvement will be used in this article to mean that parents, students, and staff have a significant role in effecting changes in the rules and procedures of the school.

Involvement of the community can be recommended not only from a philosophical point of view, but also for three very practical reasons. (1) Community involvement has been found to be positively related to achievement in a moderate way both in high and low economic status schools in a study by Wagenaar. While no relationship was found between achievement level and community decision making, no detrimental effect was reported (Wagenaar, 1977). While one study linking involvement to achievement is not conclusive proof of its benefit, it does indicate that more studies of parent and community involvement are needed to provide significant evidence for or against achievement being linked to involvement. Perhaps that is a task you and your school can undertake. (2) At least 20 state governments have mandated that their schools implement some degree of community and/or parental involvement. Since 1973, California and Florida schools have been expected by state law to have functioning school advisory councils that involve parents, students and faculty. The Utah State Board of Education has made involving the community in decision making one of its top priorities. Involving the community in helping to make school rules can be a way to begin the process of community involvement in your school. It can be a way to expand involvement if you have already begun. (3) Community involvement broadens an administrator's power base by increasing community support. Some principals and even some superintendents instinctively shy away from involving the community because they fear a loss of power. "Surprisingly, administrators have found just the opposite is true: Advisory groups enhance power by giving the added support of the community to administrators recommendations." (Gondor, 1977)

It would be a mistake, however, to completely turn the task of compiling such a manual over to a group of people who have had no experience in writing and compiling manuals. Shared responsibility and community involvement do not imply abdicated responsibility by school boards, superintendents, principals, and faculties. The major task of writing the manual will fall on the principal and his staff. Opportunity for significant involvement in influencing the content of the manual should be at least offered to the community in a manner designed to encourage them to accept part of the responsibility for it.

In some communities the P.T.A. may be used as an effective channel for involving the community. Questionnaires may be sent out by the P.T.A. or the school requesting responses from parents as well as all segments of the community in regard to what should be included in the manual of school rules and procedures.

At Petersen Elementary School in Sunnyside, Utah, effective community and parent response was received through the organization of a Community Advisory Council which included representatives of: P.T.A.; the governments of Sunnyside and East Carbon City, Utah; the local police department; the public health nurse; civic clubs; Title I and Title VII Parent Advisory Councils; local business people; the community involvement specialist from the College of Eastern Utah; the Carbon County School District director of community schools; and the school principal. (Saxon 1980)

The project of compiling a manual must have the approval and cooperation of the superintendent and the local school board. This must be assured before any action is taken. The superintendent and the school board are responsible for the legality of the manual and will probably have the school district's attorney check for legal problems. An updated copy of school board policy should be included in the manual.

Full cooperation of the faculty will make the task of compiling the manual easier and will make the finished product more useful. If your faculty is reluctant to be actively involved at first in the actual writing of rules and procedures, it is essential that they see what is written and have an opportunity to submit revisions. Faculty members should be asked to serve as an editing committee which includes parents and community leaders.

Teachers can hold class activities designed to elicit student responses or needed rules for the school. Informal discussions between students and staff may produce some grains of wisdom that should be included.

Students should be involved in formulating rules that they live by. This can be accomplished in several ways or by a combination of all of them. If you have a student council, you should use it to gain students suggestions for rules and procedures. If you don't have one, organize one and see that it functions.

The principal can institute a "meet the child program" as did Gaylen Good of the Clark County School District in Las Vegas, Nevada, in which eight or so new children each day get to meet with the school principal and make suggestions to improve the school. Suggestions generated by this process could be used in the manual.

For legibility and neat appearance, the printing of the manual should be clear and crisp. The expense of having your manual printed rather than mimeographed will be minimal compared to the usefulness of an easily read professional-looking manual. Looseleaf paper will make your manual easy to revise by simply slipping out and replacing pages. A good three-ring binder with your school logo on it will give you an attractive and durable manual that will be useful for years to come.

Each school's manual should reflect that school, its community and their needs. Each school will probably have some unique section headings, but some topics will be common to all schools.

Here is one possible format with a list of suggested topics:

I. Introduction and Statement of Purpose

II. Acknowledgements

III. Local School Board Policy

   A. Our School Philosophy
   B. Bus Rules
   C. Calendar
   D. Community Advisory Council
   E. Curriculum
   F. Daily Schedule
   G. Evaluation and Placement of Students
   H. Field Trips
   I. First Aid Procedures
   J. Governance
   K. Length of School Day
   L. Lunch and Lunch Room
   M. Media Center Rules
   N. Meetings
   O. Parent's Role
   P. P.T.A.
   Q. Physical Plant
   R. Public Health Nurse
   S. Reports and Requisitions
   T. Regulations Revision Procedures
   U. Safety Procedures
   V. School Emergency Plan
   W. School Traditions
   X. Student Council
   Y. Student Records
   Z. Student Responsibility
   AA. Student Workers
   BB. Supervision and Evaluation of Teachers and Staff
   CC. Supervision of Students
   DD. Use of the Building
   EE. Volunteers

V. Appendix

A manual with the scope, breadth and flexibility of the one outlined above will be a useful tool in the administration of a school and will also benefit a community, not only as a guide to school rules and procedures but as a catalyzing activity for community involvement. Such a manual becomes more than paper and ink...it becomes a living, working tool for the improvement of school and community. Contact: Sam Saxon, Principal, Petersen School, Sunnyside, Utah, 84539, phone 888-4474.

A DIFFERENT SCHOOL - HOME PARTNERSHIP

Submitted by
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BACKGROUND

Although the parent involvement strategy described in this article is an outgrowth of a project called CATALYST, it is one that can easily be implemented in each school in the state--provided that you have the courage to break a crippling tradition. It is a strong tradition in education for the school and the home to be separate entities where the "twain" rarely meet in any meaningful way. Although there is still a long way to go, Utah Catalyst schools are finding that amazing things can happen when the walls of suspicion and mistrust between homes and schools begin to tumble down.

It is a tradition for people to think that schools and homes have different responsibilities. It is a long established belief that if the schools do their job and the homes do their job, everything will be all right. Now our State Board of Education is starting to promote the idea that education is a function common to both the home and the school and that these two institutions should unite and do the job together. Our leaders are now beginning to suggest that schools are an extension or "appendage" to the home with the task of assisting family members to educate one another. With this uncommon view comes a whole new philosophy and new opportunities for helping children learn and develop. Now we find there is a fortunate harmony between the Catalyst philosophy and the State Board's promotion of greater public involvement in education decision making. Developed in California by Dr. Keith Berry, Dr. Alfred Brokes, and others, Catalyst is a process of:

a. Helping the school principal (the Catalyst) develop democratic leadership skills
b. Building school staff cohesion
c. Bringing students, parents, and teachers together in a partnership for education

The catalyst philosophy revolves around this central premise:

> PEOPLE, WHETHER ADULTS OR CHILDREN, SUCCEED TO THE DEGREE TO WHICH THEY (A) EXERCISE CONTROL OVER THEIR OWN DESTINIES AND (B) CONTRIBUTE TO THE LIFE OF THE GROUP.

This idea is made functional to the degree that we:

1. Improve the quality and quantity of INTERACTION that takes place between students, parents and teachers
2. Provide DATA for DECISION MAKING and
3. Hold people RESPONSIBLE for the decisions they make

THE NEED

It was this CATALYST philosophy which in August of 1974 created in the teachers of HILL FIELD ELEMENTARY SCHOOL the need to:

a. have better interaction with parents and students
b. gather data about students to use in teaching them
c. build a teamwork relationship with parents

DEVELOPMENT

In a workshop held a week prior to the opening of school, the teachers mulled the question, "How can we really get to know the students and parents quickly so we can get off to a better start and thus do a better job?" The words of the old song, "Getting to Know You," which we adopted as our theme, gave us inspiration, motivation and established a climate for our efforts:

"Getting to know you,
Getting to know all about you,
Getting to like you,
Getting to hope you like me..."

As we analyzed past practices, we decided that the traditional "back-to-school night" or "open house" was not very successful in accomplishing the three goals we had in mind. We wanted to know (a) the parents expectations of the school, (b) the special needs of each child and (c) how a team relationship could be developed. We decided that one or two hours of random intermingling with parents, or perhaps a teacher presentation to a group of parents, was largely a failure on all three counts. The back-to-school night or open house did not provide either the framework or the time for a teacher to sit with a child's parents and build a team working relationship. Neither did it give each teacher needed information about each child and his parents.

THE IDEA

At this point someone said, "Let's find a way for each teacher to hold a "get-acquainted" conference with each child's parents as early as possible in the school year." After much discussion it was decided that we should try to free each teacher from one full day of teaching during the second week of school to hold an individual "get-acquainted" conference with each child's parents. It was further decided that each teacher would make individual appointments with parents and ask parents to come prepared to answer three questions:

1. WHAT DO YOU HOPE THE SCHOOL CAN ACCOMPLISH FOR YOUR CHILD THIS YEAR?
2. WHAT CAN YOU TELL US ABOUT YOUR CHILD THAT WILL HELP US ACCOMPLISH YOUR GOALS FOR HIM/HER? (List abilities, talents, strengths, interests, special needs, handicaps, etc.)
3. HOW CAN WE WORK TOGETHER TO ACCOMPLISH YOUR GOALS FOR YOUR CHILD?

It was to be stressed to parents that this would not be a conference to report pupil progress. Since we hardly knew the children, each parent was to come with the expectation of giving information to the teacher to enable him/her to do a better job.

OPERATION

When we discussed our idea with the officers of O.P.T. (Organization of Parents and Teachers) they were fully supportive and agreed to furnish parent volunteers to monitor the classes while each teacher went to an assigned conference area to visit with each student's parents. We devised a plan whereby we would free one teacher at each grade level to have conferences for one whole day while a parent volunteer supervised the school work planned by the teacher. The other two teachers on the grade level were to provide support services to the volunteer substitute, if needed, such as taking an unruly child, etc.

When the O.P.T. was unable to fill a few of the needed substitute slots, we called on high school seniors in the child development class to work in pairs, for a half day, and found them able to handle the job as well as parents.

At the end of the three days of conferring and planning with parents, we were convinced that we were on to something big--we had begun to build a bridge across the chasm separating the school from the homes. Teachers and parents alike exhuberantly expressed strong feelings of satisfaction and accomplishment from the experience. A written poll revealed that teachers and parents felt that all three goals were reached. We did learn about parent expectations for the school and the special needs of each child, but most important, it seemed, was that in most cases a warm close working relationship was developed between parents and teachers. The barriers of suspicion and mistrust were broken down as parents began to see teachers as fellow human beings whom they could help and vice, versa. We were to learn later that some life-long friendships between some parents and some teachers started with the "get-acquainted" conference. Our poll revealed that, in terms of being beneficial to children, more than 96% of the parents favored the early "get-acquainted" conference over the traditional back-to-school night or open house.

We truly had a good response from parents as more than 97% came, including a large representation of fathers who felt it was important enough to get off work to attend. It appeared that parents had long been waiting for a chance to have a voice in the education of their children. Most expressed appreciation for this opportunity.

The parents who volunteered to monitor classwork while the teachers held conferences came away with a new appreciation for teachers. Several of them expressed a similar sentiment: "We don't know how teachers ever do it day after day."

One of the greatest values of early planning with parents was not immediately evident but came to our awareness later in November at the parent-teachers conference scheduled for reporting pupil progress. Teachers discovered that, when parents came to find out how their children were doing, there was no time wasted in getting acquainted. Communication had been flowing back and forth the whole quarter.

Perhaps the most startling, happy discovery was that some teachers could now ask some parents, "How are we doing with the goals we set for Johnny in early September?" "How are you coming with your part?" and "How do you feel I am coming with my part?" Some of the teachers, you see, had found a way in the "get-acquainted" conferences to set with parents, common goals with shared responsibility for accomplishing them. The conference then became a planning session for next steps and a united home-school effort.

OTHER BENEFITS

At the beginning of the second year of close interaction with parents, and in keeping with the Catalyst philosophy of gathering data for decision-making, we decided to ask parents to prioritize goals of education and to tell us what kind of a school was needed to accomplish their goals. In addition to the three questions mentioned earlier, we sent a questionnaire which listed the regular subject goals like reading, math, etc. plus others like "self-esteem," "love of learning," "getting along with others," "patriotism" and "learning how to work."

When we totaled the responses from parents prioritizing goals, we were surprised to learn that "reading" was not their top goal of elementary education. Coming in fifth place, reading was edged out by "self-esteem", "love of learning," "getting along with others," and "learning how to work," in that order.

We were also surprised to learn that most parents do not want a harsh, strict, autocratic learning environment (as some loud, vocal parents strongly urged us to have), but the big majority preferred a warm, friendly environment, where children are taught to be responsible for their own learning and behavior.

Probably the most significant idea of the whole effort came when other Catalyst schools in several districts surveyed their parents feelings about goals and found the results almost identical in every detail. "Self-esteem" came out as first priority in every instance followed by "love of learning" and "getting along with others."

It was at this point that we became aware that there is a difference between "goals" and "curriculum." A "goal" can be described as a result of schooling. "Curriculum" is the course of studies--the subjects, teaching methods, and learning activities chosen to help us achieve the goal.

It was a "eureka" discovery to find in the following a new basis for involving parents in education:

1st Priority - self-esteem - - - - - - - - - IDENTITY
2nd Priority - love of learning - - - - - - INQUIRY
3rd Priority - getting along with others - - INTERACTION

Up to now parents have been reluctant to become involved with the school curriculum. They feel insecure in teaching reading, writing, arithmetic, etc. But, do you see, they can become meaningfully involved in helping to build a child's identity, his inquiry or hunger for knowledge, and his powers of interaction with others.

This becomes the basis for a new parent-teacher partnership as the home can have its own "curriculum" in building student IDENTITY, INQUIRY and INTERACTION and the school can begin teaching the regular school curriculum for the same purpose. In other words parents and teachers can now become partners in striving for common goals, whereas this is very difficult when the curriculum is viewed as the "goal" rather than the "means."

OBSTACLES

Since the first "get-acquainted" conferences held at Hill Field Elementary School in the fall of 1974, several important developments and modifications have emerged. Several other catalyst schools in Davis, Ogden, Salt Lake and Tooele School Districts have tried to hold "get-acquainted" conferences--each with varying degrees of success. Some are flourishing, while others seem to be descending. Although all who have tried them report satisfaction and feelings of accomplishment, some attempts are withering for a variety of reasons. It seems that tradition does double duty in resisting change in this direction. The major barriers seem to be as follows:

a. Some school district leaders are reluctant to encourage and support ideas that start at the "grass roots" for fear that it will get out of hand and they will lose control. There seems to be a notion that good ideas only come from the east or west coasts.

b. It takes great extra effort and time to arrange and hold "get-acquainted" conferences and still keep school going at the same time. Even though teachers are convinced of the value of the conferences, they only have so much energy to give.

c. In some areas the PTA "Back-to-School" night is a powerful tradition. The PTA leaders feel they need a general meeting in which to sell PTA memberships.

These obstacles have been attacked in various ways. After the first year at Hill Field, the teachers held the interviews on alternate half days rather than a full day session. Two years ago the teachers at E. M. Whitesides Elementary School in Layton elected to hold "get-acquainted" conferences with parents during two successive evenings. This proved to be an unfortunate first experience as the two, back-to-back, twelve hour days were almost too much for some of the teachers. The Freemont School in Sunset seems to be well satisfied in holding both the get-acquainted conferences as well as back-to-school open house, as they have for the past two or three years.

At Whitesides, the PTA set up a refreshment and membership table in the hall during the two evenings the get-acquainted conferences were held there. This seemed to satisfy their need to encourage parents to join the PTA.

SLEEPING GIANT

In spite of the difficulties, we have found that it is very rewarding and worth the extra effort it takes to bring parents into the education partnership. When teachers and parents begin to trust one another and work together for the benefit of each child, marvelous things begin to happen. A child who feels that his parents and his teachers are working together in his behalf has an entirely different attitude than the child whose parents regularly snipe at the school from long range.

Parents are thrilled by the opportunity to tell about their child and what they think will work best for him. They are eager to join the team and work with the teachers if given a chance.

The usual parent-teacher conference held at the end of the first term to report pupil progress in most districts is not designed to give parents input in their child's education. It is very often only a one-way delivery of information to let parents know how Johnny is doing in school.

A powerful sleeping giant is waiting to be released from the magic lamp of education when we find a way for parents and teachers (and students) to plan together at the beginning of each school year. If time could be found for teachers to meet individually with each set of parents for an hour, unhampered by other worries, a marvelous revolution would occur. If school could be held for a week--long enough for teachers to get partially acquainted with the students, and then dismiss for three days to allow teachers, parents and students to plan together, education would take a giant leap forward.

SUGGESTIONS TO OTHERS

1. GET STARTED. Find your own ways to improve the quality and quantity of interaction between parents, teachers and students.

2. GATHER DATA. Decide what information you need to do a better job and go after it. We feel the original questions we used are still basic to ask parents:

    a. What do you hope the school can do for your child this year?
    b. What special needs, talents, interests, etc. does your child have?
    c. How can we work together?

3. FIND TIME TO TALK. Whether you hold the planning conferences during the school day or before or after school, it is still worth the effort. The glorious day of full released time for this important activity will not occur until enough people have had a taste and insist that it be a regular part of the education diet.

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PUBLIC INVOLVEMENT IN PLANNING
FOR A NEW MIDDLE SCHOOL
IN SOUTH SUMMIT SCHOOL DISTRICT

Submitted by
Val D. Edrington
Superintendent of Schools

South Summit School District will be completing a new middle school in 1980. The school cost three million dollars and will house grades 5-8. The facility will also accommodate a community recreation program. A lot of cooperation between the community and school went into this building program. This is a report on the South Summit School District's experience with educators and lay citizens working together as equal partners in the problem solving process.

NEED:

In 1978 there was discussion going on in South Summit School District. It centered around three main topics: 1) crowded conditions at the elementary school; 2) removing the 7th and 8th grades from the present 7-12 arrangement at the high school; and 3) the need for a swimming pool. Board of Education members and the Superintendent were being approached by patrons of the district to do something. About this time the assessed valuation in the school district increased drastically which made a building program very attractive.

The Board of Education decided to organize a committee to review the building needs of the district and help obtain the community feeling toward a building program that would serve the district until the turn of the century. This committee recommended that the district bond to build a new middle school and recreation complex. The bond election was held in November of 1978 and passed by a majority of 4-1 in favor.

OTHER AGENCIES INVOLVED:

When school started in September of 1979, the Board of Education began to seriously think about a curriculum program for the new middle school. The superintendent went to the State Office of Education and met with a committee comprised of Ferrin Van Wagoner, Kerry Nelson, Morris Rowley and Lloyd Eldredge. This committee was asked, "What help would the state agency give South Summit School District in planning a program for their new middle school?" Their recommendation was for the district to organize a community-school committee to develop a program they could recommend to the Board of Education. They said to come back when the program was approved by the board and they would decide what assistance could be granted.

COMMITTEE ORGANIZATION:

A Middle School Community Study Group was organized. The first step was a steering committee made up of the following people: superintendent, board member, two teachers and one lay person. This core group nominated two lay people from each board precinct in the district. These people represented different opinion groups in the community. Sex, religion, business, labor and geographics were also considered. Mr. Joe Rickards from the Community

Education Unit of the State Office of Education was invited to serve as a consultant. Also, Mr. Morris Rowley, Middle School Specialist, and Mr. Kerry Nelson, Necessarily Existent Small School Specialist, were asked to serve with the committee as consultants.

FINANCIAL ARRANGEMENT:

The Board of Education provided a place to meet and all working material. Folders, print-outs, correspondence, long distance calls, agendas, minutes, and hand outs were at the district's expense. A secretary to the committee was also provided by the district. The district also paid the honorariums for special presentations. The state consultants' time and travel were paid out of state funds. The superintendent's time and expertise was provided by the district.

RESULTS:

Step #1 - Getting Started

The first meeting of the group was spent in getting acquainted, organized and oriented to the task. The superintendent conducted the first meeting. A chairperson elected from the group conducted from that point on.

Step #2 - Gathering Information

Through visitations, media presentations, etc., the group became familiar with the characteristics of middle school students.

Step #3 - Describing the Ideal

The group next went through a process of describing what, to them, characterized an ideal middle school. The question was posed to them: If the situation were ideal, what would you like to see happening in the South Summit Middle School?

Step #4 - Developing Categories and Categorizing Ideas

Following this activity, the group developed categories and grouped each of the ideas expressed under a general category: Curriculum, Instruction, General Learning Environment, Extra-Curricular Activities, Facility Planning and Utilization.

Step #5 - Delimiting and Developing Goal Statements

Next the steering committee (the original six members) consolidated the ideas into 18 goal statements. Once this was done, the total committee met to validate and prioritize the goals. The prioritization technique used was the Phi Delta Kappan process.

ADVANTAGES/DISADVANTAGES:

The committee has made a great contribution to the Board of Education. They have presented a proposal which the Board can respond to and act on. In developing this plan the community and school cooperated together in discussing and formulating their recommendations.

One disadvantage was the committee did not have enough teachers on the committee. Perhaps more input from practitioners would have been helpful. Also some times it was difficult for the group to stay on task. Mr. Rickards was very helpful in keeping the committee working on the task and not deviating into other areas.

FUTURE PLANS:

The Board of Education will react to the proposal and the superintendent will direct its implementation. The State Office of Education will be contacted for assistance. Staff will be selected for the new middle school, and they will hold meetings to react to the plan and discuss the actual implementation.

EVALUATION:

We would expect to continually review and evaluate our middle school program. Changes and modifications will be made as necessary.

Some time in the future we anticipate another community/school committee to be organized to help plan for on-going recommendations in the middle school. We have also discussed corresponding to the original committee the results of their work and the impact their recommendations had on our eventual program.

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INTER-AGENCY COOPERATION

WEBER'S ENVIRONMENTAL LEARNING CENTER

- A School for All Seasons -

Submitted by
Bruce Dursteler

Weber School Districts Environmental Learning Center is a school for all seasons -- both literally and metaphorically. Literally, the facility which is situated in the upper North Fork of Ogden Valley, nestled just below the snow-capped solitude, Ben Lomond Peak, boasts a total year-round program; metaphorically, the Center's curricular activities embraces almost the entire spectrum of elementary and secondary subjects.

The Center is named 'Swanson's North Fork Environmental Learning Center after a local patrol who contributed substantially towards its construction and operation costs. In fact, the facility exists because of the help and support of many interested individuals. The site on which the building was constructed was made available in a remote area of the county's North Fork Recreational Park by the Weber County Commissioners; several students from the District's three high schools and their instructors worked together during the summer months for three years to complete the facility; and many thoughtful citizens, including the Weber Board of Education, contributed time, money, and effort to the project. The building contains over 6,000 square feet and has a unique and complicated constructional design. It was totally built by students, under the direction of a master carpenter, and stands as a monument to the youth in Vocational Education in the District.

Once the Center was finished, the District schools wasted no time in using it. During the past three and a half years since it opened, the facility has hosted:

- More than 45,000 students for periods up to one week.
- More than 600 teachers for workshops and inservice training programs.
- Some 1,200 teachers and resource persons as instructors for participating classes.
- Over 4,000 parents as chaperones.

The facility provides lodging and meal facilities for 80 participants with separate wings for boy-girl dormitories. The center hall is a multi-purpose room which is designed to be used as the dining hall, auditorium, and classroom. The surrounding area includes hundreds of acres of land for environmental studies which are part of Weber County and U. S. Forest Service properties. An abundance of animal life inhabits the area along with a variety of plant life and geological phenomenon.

While environmental studies take up a portion of the curriculum, it is not the district's sole purpose to have an exclusive science-centered facility, but to have science, the environment, nature, the out-of-doors as vehicles to enhance student growth in all curriculum areas.

To help insure that the facility would, in fact, contribute to the total academic advancement of the students, a sixty-five member curriculum committee, composed of district teachers representing elementary and secondary curriculum programs, spent the summer of 1976 developing the Weber District's Environmental Education curriculum model. Under the direction of the Environmental Educator Curriculum Specialist, Earl Henninger, the model was edited, refined, and compiled during the summer of 1977. Two comprehensive curriculum guides, one designed for elementary use and the other for secondary programs, resulted from their efforts.

The guides cover applications from the science base of the curriculum for the Humanities, Foreign Languages, Communicative Arts, Social Sciences, History, Math and Economics.

Even though teachers are not required to use the curriculum guides, they must insure the district that a specific program of instruction will be carried out during the period of use at the Center. The application form, in fact, requires that a complete schedule of learning activities be submitted before the schools attendance can be confirmed. Teachers are also encouraged to enlist the help of parents during the stay at the facility, and each group is usually accompanied by several who serve as chaperones as well as instructional aides.

The wide range of educational possibilities at the center, along with the flexibility afforded teachers and the fact that all grades K-12 use the facility, cause the learning experiences during any period to vary markably. A third grade class visiting the Center during the fall, for instance, may study animal habitat and behaviors, or they may participate in a treasure hunt designed to develop math and map reading skills. Another third grade class using the facility during the winter period could select an alternate program of instruction geared to the season. For instance, animal tracking on snowshoes is a popular winter subject.

Academic alternatives are offered on all subjects. A teacher, for instance, may require students to write a story based on the life of a tree which has been examined for age and growth characteristics. Or, students may be asked to keep a written diary of the experiences at the facility.

At the secondary level, the curriculum becomes more technical and precise. The curriculum guide suggests that students at grade 10, for instance, study the algae diversity in the local waters. One of the two tasks associated with this study reads:

> Briefly explain what algae is and where it might be formed. Collect as many different algae as possible from various environments. Put each sample in a clear jar and assign a collection number to it. Use water from the native environment. Prepare a chart on paper to record collection number, place collected, depth, temperature of water, whether the algae was stationary or free floating, and nature of the habitat.

During the winter, secondary students also participate in a variety of seasonal activities. One favorite is astronomy. Winter constellations are easily discernible through the mountain air using the Center's astronomy equipment.

There are several professional resource people who help the Center with its learning programs. The Department of Wildlife Resources, the U.S. Forest Service, the Soil Conservation Office, are just a few who have aided teachers. In fact, some 26 organizations have provided academic consultations to the Center.

One group has been especially fascinating to the youngsters. On any given evening while students are sitting around the Center's huge fireplace, participating in a social activity - (songs, dances, skits) - a burly bear-robed man may burst through the door bearing his muzzle loader, animal pelts and pack. After sharing his dried buffalo tongue with the students, this Mountain Man will rehearse local histories of Indians, fur trappings and the Mountain Man's conquest of the west in yesteryear. Of course, fact and fiction become inseparable as the yarn gets spun.

Much of the summer scheduling is devoted toward special student training. The following week-long programs typify the range of instructional activities: Art camp, Music camp, Spanish Language camp, German Language camp, Science camps and a Shakespeare Theatre camp. These week-long specialized educational activities measurably enhance and enrich the student educational experience. The impact on students, teachers, and parents goes way beyond academic skills acquisition; the Center provides an additional, supportive setting for enhancing students' self-concept, developing community involvement, and strengthening teacher/student relationships. Students, teachers, administrators, and parents have gained new understandings. Parents report that their children have learned a greater respect for their teachers. Teachers say that they have developed a new empathy for hard-to-reach students. And student evaluation sheets reflect a common appreciation for what the experience has accomplished.

The Center provides students with "hands on" experience. The facility and surrounding areas become viable resources for extending and expanding upon the regular classroom learning activities.

An abundance of plant and animal life, lush mountain meadows, snow-capped solitudes, trees of all descriptions, cool streams and geological wonders are each in themselves representative of the area's beauty and vastness.

More than a place for environmental study, the Center affords a means to enrich the lives of children with ideas and experiences which they might not elsewhere encounter.

The fact that the Weber District Environmental Learning Center has been booked solid since its opening and for the forthcoming 12 months is ample evidence of its meritoriousness.

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PARTNERS OF THE AMERICAS

Submitted by
Rose Neeleman and Chris Petersen

Partners of the Americas is an organization committed to fostering a closer relationship and understanding between the peoples of the United States and the peoples of Latin America through involvement in self-help projects.

A "partnership" links a state in the U.S. with a counterpart state, region or country in Latin America. Utah works with Bolivia.

In the Utah-Bolivia partnership there are many projects currently being carried out in this unique relationship. All projects are based on a sharing of skills and on mutual self-help.

Several years ago, meetings were held in Bolivia to discover the greatest educational needs of the people. Many villages had no school building. They had no public building of any kind. It was decided a school building could be used not only for formal instruction, but also for community council meetings, Adult Education classes, medical treatment and vocational training.

It was decided that the villages could contribute the land, make the adobes, build the school and contribute in addition to all of the labor much of the materials.

Utah school children were asked to help. Money from Utah school children is used to buy the tin roof, the doors and windows and frames, stucco to cover the adobe and very little else. This truly is a self-help program where the villagers feel they have made the greatest contribution. And yet, without help from Utah the villages could not build the school. The money from Utah provides the encouragement and motivation for the villagers to try.

Utah school children have learned a lot from this exciting experience. Partners sends someone out to teach the children about Bolivia. Children are anxious to ask questions about the Bolivian way of life. Puppet shows, audio-visual presentations, visual aids and artifacts from Bolivia also add interest. Progress reports make the children feel even more a part of village life. They do try hard to make this a truly educational experience.

One hundred per cent of the money raised by Utahns reaches the village in Bolivia. When school children participate, we ask that each child earns the money and it is not just a hand-out from Mom and Dad. Schools decide how they want to raise their money. Projects such as pop bottle drives, newspaper drives, aluminum can gathering, white elephant sales (South American Market Day), carnivals, magazine subscription drives, movies and candy sales are examples of how some schools have raised their money.

Any school, organization, family or individual is invited to participate. The P.T.A. has of course been very supportive of the program as have other organizations.

In the past 10 years about 110 schools have been built. Through cooperation with the Rocky Mountain Center for Community Education at BYU, Community

Education Interns have been working with the villagers to better use their schools for about 4 years.

Many may wonder why schools in Utah should become involved so deeply with the needs in the far away country of Bolivia. The Utah State Board of Education Position Paper on International Education answers this important question.

> "International Education is defined as the social experiences and learning processes through which individuals acquire and modify their images of the world and its people; International Education aims at developing an understanding and acceptance of others whose cultural heritage, values, perspectives, and personal environment are different.
>
> "The magnitude and rate of change in modern society have made International Education increasingly important. As nations have become more and more interdependent, a greater commonality of culture and history is emerging. There is an expanding volume of human interaction among a growing number of sovereign nations; an expanding network of multilateral organizations and associations; an increasing similarity in social behavior and institutions; a spreading commonality in technology, industrial and political organization; and, a growing internationalization of basic social problems. These emerging conditions require that citizens become more world minded, they imply that the study of other cultures is essential if one is to know oneself and gain valid perspective of one's own society."

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INTER-AGENCY COOPERATION IN NEBO SCHOOL DISTRICT

Submitted by
Jack Swenson

Nebo School District is made up of the southern part of Utah County. It comprises three cities, of about 10,000 each, Spanish Fork, Springville and Payson, and several other small rural communities. The district has about 46,000 people.

Since the 1969-70 school year, a part time Community School Program has been offered in Nebo School District. Of the three major communities, Spanish Fork was the only city with a Recreation Program.

There was a definite need for a better Community School Program and a better City Recreation Program in all areas of the district.

By Inter-Agency cooperation with the cities involved and the school district, these needs could be met.

The program is designed to serve the 46,000 people that comprise the Nebo School District. About 12,200 of these are school age.

For a number of years Jack Swenson has been the Recreation Director and Community School Director for the Spanish Fork area on a part time basis. Over the years he has combined the two programs and developed a well rounded Recreation and Community School Program. In 1976, he suggested the idea of having a single person administer both recreation and community school in each community. After making the suggestion, he had to sell both the city and school district officials that the idea would work. He began by convincing the Spanish Fork City officials that this was the direction they should go. After careful study they decided to approach the officials of Nebo School District to see how they felt about the idea. After several meetings, they decided to give it a try.

At about this time Springville City was just completing the construction of a new indoor swimming pool adjacent to Springville High School. The pool was to be used by the high school during the day time; therefore, Nebo School District had contributed financially to it. The city was in the process of selecting a Pool Manager, so the District Office suggested they also look at the possibility of joining with the district and hiring a Recreation and Community School Director.

In July of 1978, these two cities joined with Nebo School District to share the cost and responsibility of full time Recreation and Community School Directors in these two communities.

One year later, Payson City officials expressed an interest in cooperating with the district in the same type of program.

The operation of the program is quite simple in that each major city of the district has the opportunity to have basically a full time City Recreation Director and a full time Community School Director.

Each director has the responsibility to develop the best program possible in recreation and community school. He may use all school facilities and city facilities and resources necessary to develop this program.

When the program has been planned and developed and ready for publication, the three areas join together and publicize the program to all people in the district. People may cross over and attend other classes or activities in other communities. This way it becomes a total community school and recreation program for the district.

Several people were involved in the development and implementation of the program. Representing Spanish Fork City was David Oyler, Director of City Services; Jack Swenson, Recreation Director; and Councilman Rulon Thomas.

Springville City was represented by Councilman Jerry Smith. Other members of the council were involved in some of the meetings.

Payson City was represented by Mayor Gary Hansen; Councilman Dennis Dixon and City Administrator Odell Miner.

Harold Bartlett, Director of Adult and Community Education, represented Nebo School District.

The cost of the program is shared equally by the cities involved and the school district. The Directors are hired as administrators on a twelve-month contract. They are paid through the district, who in turn bills the cities.

Each city has a recreation budget that the director is responsible for. The district has a community school budget that is administered by Harold Bartlett.

Most of the funds collected for programs are deposited with the district. The teachers and instructors are paid by the district.

In the year and a half that the program has been in effect, it has been very successful. A number of unique things have developed in each community. Springville and Payson now have Recreation Programs they did not formerly have, and the Community School Program in all areas has greatly improved.

There are many advantages to this program:

1. Total utilization of city and school facilities.
2. No duplication of programs.
3. Full time Recreation Director.
4. Full time Community School Director.
5. Good public relations program for both city and schools.
6. Saves tax payers money.
7. Gives a total coordination of recreation and community school activities.

8. Recreation and community school are not in competition.

At the present time I can see no disadvantages in the program.

Future plans would be to try and develop the best Community School and Recreation Programs possible. Also to evaluate and make changes where necessary to bring about better inter-agency cooperation.

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Agency: Nebo School District

SCHOOL ATTENDANCE REVIEW BOARD (SARB) IN THE JORDAN SCHOOL DISTRICT

Submitted by
Kolene Granger

Since the implementation of compulsory attendance laws, non-attendance of students has been a direct concern and responsibility of school officials. Alienation from public education has typically been part of a self-perpetuating dropout cycle--truancy, poor academic performance, dropping out, and alienation.

Traditional procedures for dealing with non-attenders have included referrals to the administrator, guidance specialist, attendance secretary, and eventually to the district attendance officer and the juvenile justice system. In terms of solving attendance problems, success has been minimal, but there have been few other options. Alternative programs, and other in-school options have been hampered by those same attendance problems which created the referral.

Two years ago a program specifically focusing on attendance was introduced at Bingham High School, West Jordan Middle School and Bingham Middle School. It is called the School Attendance Review Board.

To date, the type of student being referred to the Board are those who have virtually no hope of staying in school. In light of the problems of the students being dealt with, any change should be considered noteworthy. Significant positive changes have occurred in about one-third of those students with whom the SARB has interacted. A controlled study is being done this year in order to demonstrate more specifically the amount of change in grades, attendance and attitude of those students being referred to SARB.

The School Attendance Review Board is composed of local and district educators, parents, and members of law enforcement, probation, mental health, social services and other community agencies. As a team, they represent, and have access to local school, district and community resources which can deal with a troubled student and his or her family. They serve voluntarily and on assignment by their respective agencies.

Specific purposes of SARB are:

1. To help the local school find the best school and community programs to prevent attendance problems.
2. To find options for young people with severe school attendance and behavior problems other than the juvenile justice system.
3. To marshall the appropriate resources of school and community to focus on resolving the problems of each child referred to SARB.
4. To identify available school and community resources and recommend the establishment of needed ones if they do not exist.

The board meets regularly to screen, review, conference and recommend a plan of action for each student referred to it. Part of the procedure is a cooperative meeting of SARB members with the student and parents. Referral, review, feedback, and followup are other essential components of the SARB's procedure.

The SARB referral is made only after it has been determined that all apparent means of help have been utilized without success. SARB, with student and parents, then attempts to generate alternatives to the student's problems before a referral might be made to the juvenile justice system. (See flow chart).

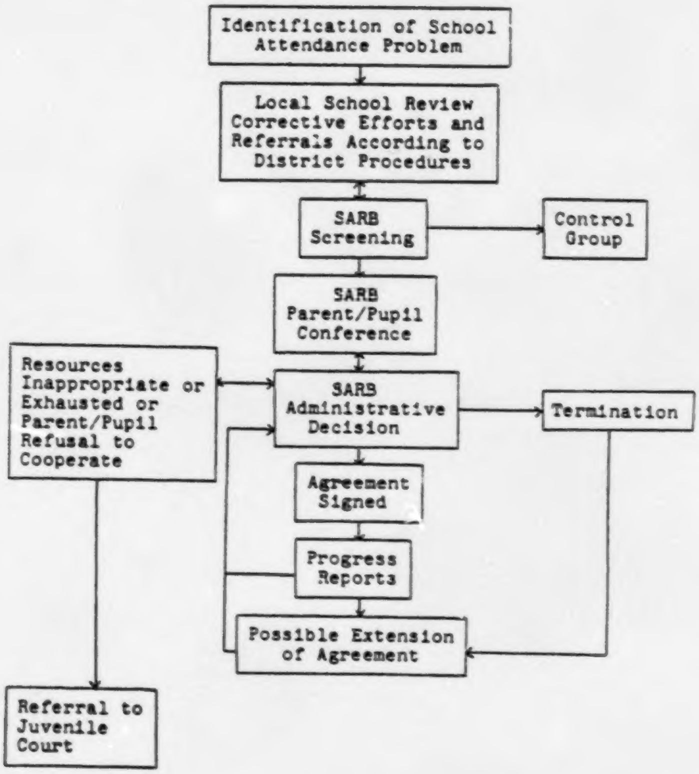
While only the most difficult students have been channeled through SARB, the Board is considering dealing with a larger population of students who have definite attendance problems, but not as severe other problems, in the anticipation that concerns and alternatives and commitments could be identified before so few real alternatives exist, and alienation becomes severe.

SARB is unique in that, rather than being a plan or alternative program, it is a procedure or forum for planning and providing focus, looking at alternatives, involving parents, demonstrating real concern and encouraging commitment of all parties concerned. For further information contact: Jim McFarlane, Don Paulsen, Tom Owen, or Kolene Granger at 9361 South 400 East, Sandy, Utah 84070.

Jordan School District

School Attendance Review Board (SARB)

Flow Chart


Identification of School Attendance Problem
Local School Review Corrective Efforts and Referrals According to District Procedures
SARB Screening
Control Group
SARB Parent/Pupil Conference
Resources Inappropriate or Exhausted or Parent/Pupil Refusal to Cooperate
SARB Administrative Decision
Termination
Agreement Signed
Progress Reports
Possible Extension of Agreement
Referral to Juvenile Court

INVOLVING THE HANDICAPPED IN COMMUNITY EDUCATION

Submitted by
Sheral L. Speaks
Handicap Services Coordinator
Granite School District

The basic philosophy of Community Education is to meet the individual and group needs of the Community. In order to address the needs of the total community, a district wide program was established specifically to serve the handicapped population.

Under the leadership of Sheral Speaks, Handicap Services was established in 1977. Disability groups currently being served in the program include the mentally retarded, deaf, blind, physically disabled and geriatrics.

Handicapped Services serves the Granite District area both east and west sides. Services are open to those residing outside district boundaries as well. Granite comprises approximately 300 square miles with a network of sixteen community school locations for the provision of services.

An Advisory Council was established in the initial stages of the program to accomplish several things. The Council focused on the following areas:

> Identify. The identification of clientele-individuals in the communities of Granite District with mental and/or physical disabilities.
>
> The identification of architectural barriers that would prevent the disabled from participation in the community school programs and activities.
>
> The identification of priority areas of need that could be met by the community school process.
>
> Eliminate. The elimination of architectural barriers in several of the community schools as well as other areas in the general community.
>
> The elimination of attitudinal barriers in the community through public awareness and education as to the needs as well as abilities of the disabled.
>
> Involve. To involve as many of the disabled population as possible in the community school programs and process.
>
> To design a curriculum of classes to meet the needs and interests of specific disability groups, focusing upon abilities rather than disabilities.

During the initial stages, the council met on a monthly basis in order to expedite the Handicap Services program. This was to be the first community based program of its kind existing in the field of Community Education in Utah that addressed itself to the comprehensive needs of the handicapped.

Once the program had been organized, the council met on a less frequent basis.

The individuals and agencies represented on the council are as follows:

Parks and Recreation
Easter Seal Society
Girl Scouts
Hartvigsen School (Granite District)
Nursing Homes
Mental Retardation Association
PTA
Rehabilitation - Deaf Adult Services
Special Education Instructors
Recreational Therapists
Community Education Coordinators
University of Utah Department of Leisure Studies
Parents of Disabled Children
Volunteers
The disabled community, representing the Deaf, Blind,
Mentally Retarded, Physically Disabled, Geriatrics

The intent of the Handicap Services is to promote education, socialization, independent living and leisure time skills. Also to increase the awareness of the disabled populations as to the available community activities by exposure and active participation. By the provision of new and innovative activities, the disabled populations will develop educational, recreational and leisure values that will promote self-sufficiency, and a more meaningful life-style. Some specific programs include:

Saturday Recreation
Summer Camp
Motor Skill Development
Creative Cooking
Creative Dancing
Bowling
Swimming
Adult Basic Education
Decision Making
Sign Language
Braille
Independent Living Skills

The class instructors and Handicap Services coordinator meet with each student and when necessary, parents on an individual basis in order to assess individual needs relating to the program.

Community Education, being of a self-supporting nature, is not financially subsidized by the School District for the delivery of service other than equipment and secretarial costs. Fees are collected in order to meet the instructional and supply costs of each specific class or activity.

Handicapped Services has been successful in meeting many of the identified priority areas of need and interest as identified by the Advisory Council and individual members of the disabled community. Adult Basic Education has been delivered in a classroom setting and on an individual basis to the homebound.

Recreational activities have been provided to over 150 clients.

In spite of the availability of programs at many community school locations, transportation continues to be a major problem. Many of the disabled citizens, due to the nature of their handicaps, are unable to obtain a means of transport to the existing classes and activities.

Plans are currently underway to obtain sources of funding support for the expansion of existing programs and the creation of new innovations through local, state and federal grants.

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WHAT IF

Submitted by
Stan Plewe, Area Director
Washington County Consortium

What if a college president, a school superintendent, and a city manager (mayor) were to agree to sustain regular dialogue on issues and problems? What if they committed their individual institutional resources for meeting community needs? What if institutional roles were clearly defined and duplication and conflict minimized?

Pioneering administrators in Utah's Dixie joined together several years ago in a consortium to find the answers to the "What If's." Through the assistance of a grant from the State Board of Education, an Executive Board was formed which included the President of Dixie College, the Superintendent of Washington County Schools, and the Mayor (now City Manager) of the City of St. George. The newly-created board then hired a Director of Lifelong Learning with the express purpose of coordinating resources to effect the synergistic process which, in turn, will enhance all community learning and leisure time pursuits.

It is significant to recognize the uniqueness of this joined-system approach as compared to the more traditional cooperation models. The Lifelong Learning Executive Board has direct control over the Director's work. The Director is visible as an integral part of each organization. The flexibility created by the new board's resources and determination for innovation provides a healthy climate for effecting change. The focus shifts from the individual institutional need to the more primary needs of the community.

The format of the Executive Board insures support for all Lifelong Learning decisions. The opportunity for discussion, both pro and con, on pertinent issues develops mutual awareness and commitment between the partners. Of equal importance is the continual opportunity for creative planning and innovation. Because of the collective resources available through the joint board, it becomes possible to find new solutions to old problems and more effective solutions to new problems.

Other institutional decision makers to include Director of Parks and Recreation, Assistant Superintendent for Secondary Education, Vice-President of Instruction, Vice-President of Student and Community Services become part of an expanded Executive Board for the purpose of gaining greater input and facilitating decisions pertaining to Lifelong Learning. Much of the success of the Lifelong Learning program can be attributed to the makeup of the Executive Board and the establishment of regular dialogue.

It has been a practice of the Lifelong Learning process to include public involvement as a part of each new program. Representative advisory councils and opportunities for direct citizen input have expanded greatly the public support for Lifelong Learning.

While public involvement necessitates a somewhat slower decision-making process, it has the advantage of built-in longevity. There has been a definite attempt to develop a feeling for shared responsibility in planning and implementing programs to meet identified needs. The effort to gain diffused ownership contributes continually to this sharing of responsibility.

In order to maintain mutual focus of purpose, each new objective for the Lifelong Learning program must be approved by the Executive Board. An undesirable tendency of cooperative ventures is to lose focus of common intent in deference to the individual institutional preferences and needs.

The Washington County cooperative venture has already produced a variety of products and by-products, i.e., a college-based adult high school completion program, a Parent Education Resource Center, people resource (talent) bank, facility resource bank, program coordinating council (program providers in Washington County), Institute for Continued Learning (retirees study together in a college environment). A great effort has been made to enhance the K-14 instructional program through inservice and utilization of community talent to support public education.

The ultimate strength of the Washington County effort appears to be the linking of resources to accomplish common objectives of public origin and amplification.

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SAN JUAN WORK-EDUCATION COUNCIL
YOUTH RESOURCE MOBILIZATION PROJECT

Submitted by
Bob Gwilliam

I. Planning and Development

A. Problem statements

1. There are an estimated 250 Navajo youth in San Juan County between the ages of 16-21 who are out of school and out of work. They would appear to be "dead-ended" and prime candidates for life-long social and economic dependency.

2. Public responsibility for the problem has been vaguely defined and diffused across several agencies; in spite of improving work, training, and educational opportunities it appears that the problem may have been getting worse instead of better.

3. Lack of adequate schooling has left individuals in the target population seriously deficient in basic communication and computation skills and with virtually no occupational skills.

4. Local employers are generally resistant to hiring those in the target population, even when offered incentives. In addition to lack of skills, unreliability is often cited as a reason.

5. Both physical and psychological barriers which tend to make going to school or work difficult for persons in the target population are readily discernible: work sites are far distant from homes, roads are poor, nearboom conditions make low-cost rentals virtually unavailable, and there is no public transportation system; permanent migration off the Reservation separates the individual from important socio-emotional support systems not easily replaced in the outside community; finally, work or success ethics are functioning traditions in relatively few Reservation families and knowledge of employment and training opportunities is generally limited and frequently distorted.

B. Responses to the problems

1. Coordination

An initial goal has been to coordinate and focus the use of available resources. A Coordinating Council comprised of the agencies having the greatest responsibility and potential for impact upon the problem was first formed. The Council then sponsored a "Symposium on Youth Resources Recovery." Participation was sought among state and federal agencies, the Navajo Tribe, and private employers--with moderate success. Resources were sought to fund staffing of the project--again, with moderate success. To date, a full-time Employer Relations Specialist and a Manpower Services Specialist are on board but project coordination is still provided on a part-time basis by one of the members of the Council (see Attachment I for organizational detail).

2. Role clarification

A second goal has been to clarify roles and role-relationships. An "Outreach and Assessment Workshop" was held with all participating and related agency staffs and some employers in attendance. The general concept of cooperative education as an alternative to conventional schooling was explored (with help from the Director of Cooperative Education at Utah Technical College/Orem) and each agency made presentations indicative of their special expertise and potential contributions to an initial approach to the problem. A clear definition of the School District's special responsibility for identifying and working with potential drop-outs and for providing formal assessment services emerged, as did the Council's and Project Staff's role in working with "hard-core" drop-outs.

3. Alternative and supportive education

A third goal was to maximize development of alternative and supportive educational programs responsive to the unique needs of those in the target population. The School District appointed Alternative Education Directors and a VISTA Volunteer in each of the three high schools in the District to work with drop-outs. A Building Trades class was initiated in which real and useful construction projects have been undertaken. UNDC has made a commitment to the development of a jobs oriented basic skills curriculum for use in its Community Learning Centers and most recently the School District has initiated exploration of the feasibility of establishing an area or district vocational center in Blanding and a satellite center at Mexican Hat. The Job Service Office, the School District, and the San Juan Center have collaborated successfully in soliciting nearly 100 YETP slots from the Navajo Tribal CETA.

4. Job development and employer relations

A fourth goal is to cultivate employers in the area in order to obtain commitments to participate in the development of on-the-job training and cooperative education slots. To date, a total of 148 such slots have been developed in the public sector and 61 commitments have been obtained from private employers. Planning has been initiated for participation in the Job Service Improvement Program (JSIP), a highly successful approach to employer relations improvement used elsewhere in the State by the Department of Employment Security. The San Juan Center for High Education and the

College of Eastern Utah have begun planning for the development of related academic and technical training components of the cooperative education curriculum indicated by employers as being needed to support the placements being made.

5. Outreach and recruitment

With the recent employment of an outreach worker (the Manpower Services Specialist already referred to), it is hoped that significant progress can be made toward realization of the specific objective of identifying and enrolling at least 100 youth in the project by the end of the current school year. A special illustrated portfolio of success stories featuring local Navajo professionals and artisans has been prepared and is constantly being expanded and updated as a tool for use by the outreach workers. This same worker is expected to help individual participants find housing, or to obtain financing for the purchase of cars or trailers. A mobile Career Awareness Laboratory is being used to help increase participants awareness of career opportunities, individual preferences, and interests. The Job Survival Skills program is a series of individualized, competency-based modules which were developed locally to introduce individuals to the skills necessary to obtain a job and maintain it.

Through the use of all of these approaches, it is intended that at least 75 of the 100 individuals enrolled in the Project will have developed a personal employability plan and be actively engaged in the pursuit of that plan by the end of the Summer of 1980.

II. Financing

A. Current budget

1. $15,000 from the Utah Division of Indian Affairs for the Employer Relations Specialist and logistical support.
2. $18,340 from the state of Utah CETA for the Manpower Services specialist and logistical support.
3. Approximately $10,000 in-kind contributions from participating agencies (Coordinator's and Council member's time, materials, and vehicle use).
4. 90 Youth Employment Training Program slots allocated to the San Juan School District from the Navajo Tribe's CETA having an income value to participants of $6,100.

B. Anticipated additional funding

1. Second application to the Fund for the Improvement of Post Secondary Education submitted (for Administrative costs and curriculum development in UNDC Learning Centers and at the San Juan Center for Higher Education).

2. Applications in Preparation for submission to State, Federal, Tribal government, and the private sector for funds to plan and develop appropriate technical/vocational training capability.

III. Non Financial Agreement

A written agreement governing the complex role-relationships among the five presently cooperating agencies and the Navajo Tribe's Division of Labor is currently under preparation and should be negotiated within the next 30-45 days.

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COMMUNITY EDUCATION AND THE K-12 PROGRAM

MURRAY COMMUNITY EDUCATION AND INTERMOUNTAIN CENTER FOR GIFTED EDUCATION

COLLABORATION FOR KIDS

Submitted by
Laurie Maak and Jim Burgon

Murray Community Education (MCE) and Intermountain Center for Gifted Education (ICGE) recognize the need and demand for varied and challenging educational classes for young people. Much like Adult Education, music and tennis instruction, students select intriguing classes which they attend after school, in the evenings, on Saturdays and during the summer. The Community School is an excellent vehicle for carrying extracurricular learning activities to young people. The Community Education Agency provides the means by which the community may participate in and share its resources, information, and mentors with its youth.

ICGE develops the curriculum and individual courses for students. Most classes are grouped according to grade level. Courses are available for youth three years old through ninth grade. Approximately 18 classes are offered regularly. Usually classes meet once a week for one to two hours, they generally last approximately eight weeks. More intense classes are available during the summer. The collaboration of MCE and ICGE has made it possible for a suprisingly wide variety of unusual and outstanding classes to be available to eager young learners throughout the greater Salt Lake area.

Why classes for young people? The regular classroom is frequently limited by time, finances, personnel and other demands (such as teacher/pupil ratio). There are many eager, bright students who can benefit from the opportunity to learn about varied and advanced subject areas during their free time. High interest and demand has confirmed these hypotheses.

Who does the program serve specifically? The Intermountain Center targets children three years old through ninth grade. All students have a willingness and desire to learn in common. Classes, topics and material are challenging and are therefore particularly appealing to young people with advanced abilities. (The majority of students attending class have above average intelligence, are creative and are motivated.) It is important to keep in mind that when we say GIFTED we are not using the word as a means of exclusion. Rather, our classes are designed for those individuals who want and can handle more: challenge, information, and involvement. ICGE was organized in order to provide educational alternatives to both parents and their children. We believe learning can and should be exciting. Current classes offer just the beginnings of the many learning options that can be developed from *within* the community and its success is in many ways dependent upon that involvement. Instructors may come from the regular classroom, institutions of higher learning, business, forestry, mining, medical personnel and any number of other interested and qualified members of the community.

What has resulted? ICGE classes have met with terrific success. There are waiting lists for many of the classes. We are receiving an increasing number of requests for similar programs from parents *throughout the state*, as well as Colorado, Idaho and Wyoming. In many cases parents seem so interested they would be willing to help set up classes themselves.

ADVANTAGES OF THE PROGRAM

1. Involves the community in the education of its youth - capitalizes on expertise, utilizes community resources.
2. Brings home/school/community closer together.
3. Offers exciting and challenging opportunities for community members to work with young people of the area.
4. Once the system is organized and the wheels are set into motion, it begins to perpetuate itself (this is true for the target market, the classes and the instructors!).
5. Short term classes allow for flexibility of scheduling - offers sampling opportunities in many subject areas with depth.
6. Brings students together from different schools and geographic locations.
7. Provides learning opportunities with persons in the community who may not normally have the opportunity to become involved with children at this level.
8. Students get a chance to learn outside the regular classroom environment (whenever possible classes are offered on site: the computer center, biology lab, meteorology lab, mine, zoo, etc.
9. Offers students an element of career education.
10. Encourages students to think about things which are new and different; challenges them intellectually and encourages them to go farther and do the best they can.
11. Topic areas are flexible, there are a wide range from which to draw.
12. Encourages students to take responsibility for their learning; they choose the class, attend and make the personal decision whether or not to utilize it as a learning experience.
13. Person developing the classes may be a parent, volunteer, a team, etc., need only be energetic and thoughtful.

DISADVANTAGES OF THE PROGRAM

1. Lack of opportunity for ongoing projects.
2. Parents responsible for transportation.
3. Grade grouping may be broad at first (until there is more demand).
4. Development costs are significant - it takes someone time and effort to pull together good successful programs but they are very worthwhile!
5. Instructor/student ratio must be kept low for success..(fees for classes could be increased in order to cover these added costs).
6. Potentially excellent instructors are often very busy, their time is limited, you must schedule around them.
7. Long term classes such as foreign languages require more extensive planning.

Plans for future development . . .

The Intermountain Center will continue to offer classes in conjunction with Murray Community Education during the summer of 1980 after which time we will encourage and assist other interested education agencies in developing their own educational program for young people. To this end we have compiled a "cook-book" of materials designed to assist individuals or agencies in the arranging of similar classes and programs. We encourage your inquiries and hope to share with you our successful program. Detailed information available upon request to:

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A PHYSICAL EDUCATION PROGRAM FOR ELEMENTARY SCHOOLS

Submitted by
Jim Burgon

Elementary schools in Utah have had numerous and varied opportunities over the years to implement and maintain good physical education programs. Since the late 1950's especially, the State Office of Education has developed and sponsored various start-up systems, including a full scale elementary physical education television series available statewide. Some school districts, however, still have no formal elementary school physical education program. They have not found a vehicle for utilizing the recommendations, instructional methods and materials developed at the state level. As a result some young people are denied an opportunity to learn basic physical skills and efficient body movement. Unfortunately they do not acquire the habit of keeping physically fit. And it's obvious that unless people do develop such a lifestyle while young they are unlikely to be physically active as they get older. They become watchers, rather than doers.

In the Murray School District, educators and patrons have recognized this problem off and on for a long time. But it was not until recently (or 1975) that a workable method of program implementation began to evolve. An ad hoc committee of principals, teachers, and parents was formed to see what could be done to provide organized physical education instruction in Murray's elementary schools. With the help of the district curriculum director acting as group facilitator, the ad hoc committee made some suggestions for at least one way for getting a program started. To begin with the committee recommended that individual teachers take direct responsibility for introducing a P.E. program into their classes. Teachers hesitated at first because most lacked training in P.E. or recreation skills. They could see value in a P.E. program but didn't know where to start.

Shortly after the ad hoc committee decided to suggest that teachers bein P.E. activities for their classes, an interesting coincidence took place. In an independent move the district community education director and the city recreation director also took an elementary P.E. proposal to the superintendent of schools. They offered their services in the development of programs for teaching physical education skills to elementary school children during the regular school day. The ad hoc committee and the school district accepted the offer and a project was launched.

During the 1978-79 school year, the community education and city recreation program enjoyed the assistance of four graduate student interns from local universities. After consulting with those concerned, the principals, district community education coordinator and the city recreation director, decided that the graduate students would coordinate and supervise the elementary physical education program as part of their intern experience. Because the university students had P.E. or recreation backgrounds, they were able to help get a good program underway. Basic physical education skills were taught and children enjoyed the experience. Teachers found students more manageable in the classroom after they had released energy in physical activities. Parents felt good about their children receiving physical training. Unfortunately, the program lasted only six weeks. Since the teachers had not been actively involved in the process they looked upon the physical education period as free times for themselves. The result was that when the interns left the project, the P.E. program left with them.

All was not lost, however, The value of an organized P.E. program for elementary students had been clearly established. The next year both a community education and a recreation graduate intern were again available to the Murray School District. Benefitting from the previous year's experience, the district decided that the P.E. program should be an ongoing full year project. It decided, too, that the emphasis should be on training the teachers to manage their own program rather than depending entirely on the interns. The new program ideas were presented to principals and then to teachers in faculty meetings. Again teachers were a little hesitant. But with the promise of printed information and a thorough training opportunity provided by interns, teachers became more enthusiastic.

The interns interviewed junior high physical education instructors in the district to determine which physical skills incoming 7th graders usually lacked. Interviews indicated that 7th grade children need greater development in cardio-vascular endurance, strength, eye-hand and eye-front coordination. Exercises and games that would improve these physical abilities were put together by the interns. In the new program an intern provided instruction at each elementary school every eight days. This time, however, teachers were actively involved in the instruction process. Before the intern left the school each week he would provide teachers with additional activities to be used until he returned again. The intern also provided teachers with a printed handout of the skills to be taught at the next inservice meeting. The advance information helped teachers feel more comfortable and get better prepared. The intern also provided each teacher with a physical education resource file for K-6 students. The file had been developed by the Physical Education Specialist at the Utah State Office of Education. An important element of any program of activities for elementary children is variety. The resource file was filled with exciting suggestions.

In meetings with the district community education coordinator and the city recreation director, the interns were able to coordinate their activities and skill developing emphasis with those of city recreation and community education. Interns, for example, were able to focus on soccer and basketball skills in the school at the same time that those sports were being played in city recreation.

A youth activity club was formed at the community schools which provided a site and another opportunity for the students to practice after school the skills they had learned earlier in the day in P.E. classes. The interns also began providing important information to teachers and students about recreation and community education programs that would enhance the physical education program.

As the program progressed, interns began to play a more facilitative role while teachers assumed ownership of the program. The Interns maintained a continuing process of needs identification by talking to principals and teachers. Interns continued also to be inservice advisors and resource linkers but once again the program belonged to teachers.

Many positive results have come from this program. All third graders now have an opportunity to learn to swim during school hours by utilizing the high school pool. The recreation department, in cooperation with the schools, provides an ice skating program for all sixth graders. Junior high coaches are pleased with the improved physical development of students who are entering junior high. Perhaps the most positive feelings about the program come from the participants themselves. The students enjoy the organized activities and the benefit is felt back in the classroom.

For many reasons, elementary students need a formal physical education program and for many reasons their teacher is the best one to provide it when a specialist is not available. We had the benefit of a graduate intern to help train our teachers but there are many qualified individuals who can help you get a program started. Look first on your staff, look to the community educator, your recreation department or give someone in your community an opportunity to volunteer. The benefits of a physical education program for elementary children are many but mostly we hope ours will encourage some lifelong habits of physical exercise.

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BOX ELDER COUNTY SCHOOL DISTRICT VOLUNTEER RESOURCE BANK

Submitted by
Reggie Petersen

NEED: To assist excellent educators in providing a relevant, contemporary and meaningful education for the students in our district.

To tap the vast human resources of our area in assuming some educational responsibility.

PROGRAM SERVES: Primarily the students within our district.

PROGRAM'S BEGINNING: After the need was identified, a plan was developed to involve nearly all those who would be affected by the program. Superintendent, parents, teachers, principals, volunteers, PTA, students and district staff people.

At this point, the project director contacted several volunteer programs from throughout the state to gather information and ideas.

A workshop was set up through the State Department to have some of the key programs provide a presentation of what they are about.

We, district personnel, teachers, principal and volunteers attended the workshop and found it helpful. However, through accident, the Volunteer Pool of the Cache-Logan area was discovered and found to be just about what we were looking for to implement in our district.

Again, the various individuals were gathered and arrangements were made for them to see first hand the volunteer program.

After having seen and investigated nearly all programs in the state - the volunteer program in Cache, with some changes and modifications, was adopted.

This was done on a shared - cooperative basis with administration, teachers, parents, and volunteers involved in the total decision making process.

HOW DOES IT OPERATE: You first have to set up the machinery - key people to get the program off the ground.

KEY PEOPLE AS FOLLOWS:
Superintendent
District Program Director
District Volunteer Director
Principal
Vice Principal in charge of Community Education
Media Director
Volunteer Coordinator for each school

SUPERINTENDENT'S ROLE:
Educational leader for the district and community
Establish policy
Promote and support
General supervision, control and direction

PRINCIPAL'S ROLE:

- Educational leader for the school and community
- Facilitate policy
- Promote, support and encourage
- Evaluate

TEACHER'S ROLE:

- Assess individual educational needs
- Develop curriculum to meet the needs of the student
- Submit request form to Volunteer Coordinator
- Greet and introduce enrichment person to class and faculty
- Evaluate presentation

VOLUNTEER COORDINATOR'S ROLE:

- Provide information pertaining to programs, projects, and individuals available for enrichment
- Assist Media Director in media presentation (i.e. bulletin boards, newsletters, etc.)
- Encourage educators to use enrichment resources
- Solicit and collect request forms from educators
- Submit request forms to volunteer enrichment bank (district)
- After receiving filled request form from V.E.B. - calls Enrichment Person to arrange appointment and answers questions
- Contact teacher and confirm enrichment date - also have someone (Principal, Vice Principal, Community Education, Media Director, or Volunteer Coordinator greet enrichment person and make introduction to teacher
- Send thank you note

DISTRICT VOLUNTEER DIRECTOR'S ROLE;

- Continually solicit enrichment people
- Update resource bank
- Control usage of Enrichment Person
- Make volunteer Coordinator aware of special programs, projects, and individuals available
- Fill educator's request forms
- Maintain a count of all resources used and which schools used them

ENRICHMENT PERSON'S ROLE:

- A public service
- Provide exciting, current, and relative information on the subject selected
- A "real life" resource of enrichment
- To be punctual
- To be prepared
- Adjust subject matter according to grade level
- Sensitive to student's needs
- Provide good public relations

In summary, a teacher would assess the needs of the students and determine at what point in the curriculum an Enrichment Person would be of value. The teacher would then submit a request form to the Volunteer Coordinator for the specified Enrichment Person.

The Volunteer Coordinator would collect all request forms on a pre-arranged day and deliver them to the District Volunteer Director.

At the Volunteer Enrichment Bank the Director would go through the Bank's files and fill the requests. The Director would also make notation indicating the resource person(s) tenative assignment.

The request form would then be given back to the Coordinator - who would then call the Resource Person to confirm the requested date.

If the Resource Person confirms the date, then the Coordinator notifies the teacher and makes arrangement to either greet the Resource Person personally on said day or have someone (Principal, Vice Principal, Media Director, etc.) else appointed to do it.

It is the responsibility of the teacher to evaluate the presentation and to give this to the Coordinator to be kept on file for reference in the future.

The Coordinator also sends a thank you note to the resource person.

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ASSESSING K-12 NEEDS THROUGH COMMUNITY EDUCATION

By Betty Bowne

As a community educator, I have found the Jackling PTA Neighborhood Cottage Meetings invaluable in assessing the needs of the community.

The cottage meetings were organized by the Jackling PTA. The school attendance area was divided into seven geographical areas. The PTA board member in the geographical area made flyers which were personally delivered door to door to the entire population of her area with or without children in school. The invitation was extended to meet in the home of the PTA board member or school patron with the PTA president, the principal, the school counselor and the community education director. This gave the people on a local level the opportunity to meet face-to-face in an informal way with the school administrators. The administrators shared in a presentational way programs, philosophies, and other pertinent information about the school. The people then had an opportunity to ask any questions and voice any concerns they might have. They also had an opportunity to express their feelings about needs of the community that the educational system might address itself to, to enrich and improve all facets of life in the community.

Areas of concern identified at the Jackling Cottage Meetings that community education could address were writing, safety, reading, and how to live in the real world.

For writing, we are offering a creative writing class for children in our after school program. We would also like to add this to our day school curriculum. We sponsored a mini-course in newspaper reporting taught by Sally Archer, the Deseret News Education Coordinator.

Arrangements were made for Paul Green, a graduate student from the University of Utah, to come to the Jackling School to do a field project in working with gifted children. He has been doing a unit on Creative Writing with one child - one on one.

We have sponsored an on-going safety program in the school. It was reported that thirteen serious skateboard accidents were admitted to the Cottonwood Hospital each week last summer. For this reason and because of the concern of the parents in the Jackling area, an assembly on Skateboard Safety was staged for the entire student body. We also put up a learning bulletin board on Safety, which is changed monthly. Scotty the Scarecrow film strip and cassette, which comes from the State Department of Education and accompanies the Elementary Safety Education in Utah Schools Program, has been introduced and is being used by the first and second grades. The ZCMI Center is sponsoring a program on Home Safety at the Center through the Salt Lake City Fire Department. The second grade will be attending that.

Because of the concern of the parents in the area of reading and math, a course in tutoring has been included in our after school program.

We have found through the cottage meetings that many parents want their children to begin learning about how to live in the real world, even in the elementary schools. Looking Out the Window, a mini-course put together by

The State Department of Education, teaches very young children about the workers who serve people. It is being used by the first grade. Trade-Offs -- learning materials to help children cope with their real world, has been integrated into the Special Education program, the fifth grade, and the third grade. A unit on Interpreting Media Advertising to teach children not to be taken in by TV advertising has been taught in the second grade. A course in Babysitting was integrated into the sixth grade health program.

Jackling has a greenhouse in the school. We have coordinated with the USU Extension Division Horticulturist who has come and brought with him one of their trained master gardeners. They are working in the greenhouse to make it a better learning area for children. They are preparing to work with small groups of children to teach them gardening skills. Mini-courses have also been done with small groups on the Air Line Industry, Land Development, Rocketry, and Electronics.

It has been a very worthwhile experience for me to work with the PTA through their cottage meetings to fill the needs and wants of this community.

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See You
Again Next Year!